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ABSTRACT

In June of 1969, a workshop in cross-cultural education was held at Stewart Indian School in Carson City, Nevada, for 331 educators of Indian children. Roles were reversed: most professional participants lived as students in a boarding school situation, and over half of the instructors were Indian high school students or recent graduates. The workshop curriculum included courses in Indian language, Indian culture, and teenage culture based on the assumption that pupil-teacher affective communication is the most important teacher-related variable in BIA schools. Two semantic differentials administered on the first and last days of the workshop relating to "How I See Indian Students" and "How I See Myself" indicated a positive change in participants' attitudes as a result of the workshop. This report describes the workshop planning and implementation and provides overall statistical breakdowns of participants' biographical characteristics and participants' workshop evaluations. Various appendices include course outlines, research findings, recommendations, and lists of staff and participants. [Not available in hard copy due to marginal legibility of original document.] (JH)

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WORKSHOP IN CROSS–CULTURAL EDUCATION

Summary Report and Project Evaluation

Stewart Indian School
Stewart, Nevada
June 8-27, 1969

prepared for:
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Finally, and perhaps most important, acknowledgements are due Miss Jane Ludens and Mrs. Barbara Wade, both of whose help far surpassed what their secretarial titles implies.

This report describes the rationale for the workshop (Chapter I), what was planned to happen (Chapter II), what actually did happen (Chapter III), the evaluation data that was collected (Chapter IV), and recommendations for future workshops (Chapter V). The value of the total report rests on the workshop's success at demonstrating that educationally new and revolutionary in-service training methods are both feasible and necessary for the improvement of Indian education. The report should be read with this in mind.

CHAPTER I

INTRODUCTION

From June 8 to June 27, 1969, 331 educators of Indian children attended a Workshop in Cross-Cultural Education at Stewart Indian School, Carson City, Nevada. It was not a normal in-service training session. Most participants lived as students in the school dormitory, ate in the school dining room, and were subjected to the maintenance duties and limited freedom that the boarding school situation imposes. The curriculum of the Workshop further enhanced this role-reversal situation. Over half of the teaching staff were Indian high school students or recent graduates. They taught Indian language, Indian culture, and teenage culture courses to the participants. Other courses in the Workshop aimed at providing skills and insights that would complement the enhanced positive feelings and understanding for Indian students in general that the student--staff's performance as teachers was designed to foster. Throughout, the participants were asked to participate as leaders and implementers of activities in a number of innovative and diverse ways. Teachers were asked to teach in front of a video-tape recorder and then evaluate themselves on the screen; guidance counselors were asked to actually explore the local job market and one particular occupation; administrators developed plans for educational change in small task groups; dormitory personnel were taught how to be master tutors in their home schools, hopefully becoming excited enough to implement a tutoring program in the fall; language arts teachers tried out new teaching methods on other participants in a daily study group session, while social studies teachers used social science techniques to do research on the Workshop; participants were taught how to design (and they actually did design) educational games and how to teach students film-making as a means of self-expression and affective learning; and, finally, role reversal and discussion exercises were used in groups so that participants would gain a greater understanding of other roles in Indian education.

As the following excerpts from journals kept by the participants show, this organization and the actual courses offered had an often unsettling, but at times exhilarating, impact on the participants:

"Up and Away"

At the break of morn
Alarms sounded for-lorn
Weary and worn each a-rose
Full of hope, but no re-pose
Where is the Dining Room, was the cry
Follow the crowd, was the re-ply
Like fresh-cheeked children they flew
Over to get something to chew,
Each wa-ry of the other
Eager to please, but not to smo-ther
Questions flew like arrows spent
"I don't know," said each par-ti-ci-pant.
Look at the long-haired guys
Are they for real - or in dis-guise?
Don't be a square, you Pur-i-tan child
They are the Es-tab-lish-ment
Look! Man! Follow their scent,
They have the sav-vy and the know-ledge
Play it cool, pretend this is a col-lege.
Get your sand-als, rub dirt on your toes,
Let your hair down, wear slouchy clothes,
The East has come to set us straight
B.I.A.--wake up! Don't be late!

There are people here who seem to almost resent being jerked out of their usual workshop rut and exposed to something different being presented in a way foreign to their thinking. Some have expressed the opinion to me that they are getting nothing out of this workshop. My opinion is that those who come with a closed mind and the determination to benefit little will get exactly as much as they contribute.

A special meeting was called by Francis Mansfield, an Indian who took it upon himself to organize the group so that we could talk out some of the problems we recognized at the workshop. Questions were raised as to the professionalism of our senior instructors. Many Indians seemed very hot under the collar and made some of the following comments. Who is Abt? What and where is the American University? Why people from the East, to teach us about Indians? Are we being used to be looked at in study form?

The loose structure of the workshop encourages freedom of expression.

My roommate told me seriously that this journal had altered her life. Writing this, and reading Hooked on Books, has changed her whole attitude on schedules for our students. "No one," she says now, "is going to be allowed to drop English!"

Then I practiced Hopi with the Indian culture group. Grace and Florence taught us to sing a cat song in Hopi. Dan Honahni sang a song about a beetle without a comb. The song was enjoyed by all the class. Dan Honahni conducted a class in school planning. We had a session of planning for a school with $200,000 in the budget for the coming year. It was an interesting comparison between the Indian group ideas of how to spend the money and the other class members' ideas.

Indian Language class, each day it begins to have some meaning to me. Just like it meant to the student who is teaching it when she first entered her classroom. I think of her very considerably, a very nice instructor. She is very contented as we are all beginning to express our words more effectively.

Group Dynamics class became very involved in personal opinions. The group talked about people with beards, long hair, Indians, other races, with everybody in the group reflecting some point of view... Our discussion was very heated with pressure and tension but it was the most exciting of all classes thus far.

Some of the teachers feel that there has been pressure and too much to do in the micro-teaching project, but as I see it, no one was forced to take the class and if they found that they didn't like the class, they were stupid for staying in it. I stated earlier in this book that the staff left us on our honor to attend any and all the classes that we felt would be to our personal gain as a teacher of Indian students. This griping tells me that some people need their courses of study mapped out for them since they have been in a rut like this all their lives.

It seems like this WORKSHOP is blooming into a bit of WORK, and apparently, some of these other older educators aren't accustomed to WORKING at summer 'workshops.'

These comments by teachers and other school staff at the Workshop suggest, as do the participant questionnaires, that there were very mixed reactions to this very different and structurally very flexible Workshop in cross-cultural and cross-generational communication. Given the heterogeneity of the 331 participants, both in age and professional roles, this was to be expected.

The need and the direction for this rather radical departure from the usual in-service workshop experience had been identified through an in-depth systems analysis of the school system run by the BIA.[1] These studies, conducted between April, 1968, and May, 1969, reached a number of conclusions that directly influenced the rationale for, and activites of, the Stewart Workshop. The major conclusions bearing on the school process and the direction of in-service training were:

-Indian students want more academic and more useful occupational education. School personnel, on the other hand, see their role as one of socialization, developing "emotional maturity," "citizenship," etc.

-Many school staff do not understand either the objectives or the life styles of their students--sensitivity to student desires is frequently lacking.

-"Many teachers lack the training (in both the cognitive and affective domains) necessary to successfully teach pupils with the linguistic and economic disadvantages of the Indian child."[2]

-The curricula and teaching techniques used in BIA schools (and public schools with Indian children) are generally inappropriate to the experience and needs of the students.

-In boarding schools there is insufficient interaction between the academic and dormitory staff, resulting in inefficient and uninteresting use of both time and facilities.

-Boarding schools tend to overcome staffing shortages in dorms with restrictive regulations (rather than with ingenuity and student help).

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[1] The Feasibility of Cost-Effectiveness Modeling & Educational Games for BIA Schools, Abt Associates Inc., April, 1968.
Systems Analysis, Program Development and Cost-Effectiveness Modeling of Indian Education, 5 vol., Abt Associates Inc., July 1969.

[2] Op. cit., Systems Analysis, Vol. I, p. 27.

-School administrators lack the methodology, power, time and motivation to effectively change their institutions.

-Control of schools by Indians should be encouraged but must be voluntary.

These findings are only a few of those contained in the report. They do, however, bear directly on the kinds of problems that can be dealt with at an in-service workshop. In sum, the analysis concluded that educators of Indian children are not sufficiently aware of the children's psycho-social state to provide them with the treatment and activities necessary for the development of intellectual competence and lasting emotional stability. The Stewart Workshop aimed at both of these ultimate objectives.

While the ultimate objectives of the Workshop can be agreed upon by all--improved attendance, higher graduation rates, and increased college and post-graduate job placement--the specific approach used at Stewart rests on a number of assumptions that need discussion. Most important was the assumption of pupil-teacher affective communication as the most important teacher-related variable in BIA schools. Classroom observation and interviews had indicated that there was a real lack of feeling among both teachers and students for the concerns and motivations of the other. Recent studies have also indicated that communication in the affective domain is of major importance in determining academic performance.[3] It was thus hypothesized that if attitudes of the participants at the Workshop changed in a manner that would facilitate openness towards their students, then school performance variables would be improved over time. Corollaries to this assumption were (a) that most of the failure in communication is the fault of the educator, and (b) that the population to be dealt with at the Workshop would be receptive enough to change to achieve significant results during the course of a three-week workshop.

Also, the training background in teaching and counselling skills and activities of most BIA personnel was found during the systems analysis to be inadequate and inappropriate for the cross-cultural and socio-economic differences of Indian children. This is due to the teacher training curriculum of the vast majority of schools of education. Limited visits to public schools suggested that educators there were just as inappropriately prepared. The Workshop, therefore, had to provide activities aimed at teaching skills which teachers, aides, and administrators could use if greater understanding was to result from the emotional experience of the total Workshop. Even though cross-cultural and cross-generational communication was the primary aim of the Workshop, the planners feared that if training in these specific teaching and administrative skills was not included, the results might be incomplete. Highly motivated, newly rededicated educators might become frustrated because they lacked the range of specific skills needed to accomplish what their new-found understanding had shown them was necessary and possible. The inclusion of skills training also provided a balance of activities that would intermingle in their effect, hopefully producing the desired changes in the individuals involved.

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[3] D. C. Campbell, Teacher-Pupil Personal Value Discrepancy as a Prediction of Course Achievement, mimeo, Harvard University, 1967; Rosenthal and Jacobsen, Pygmalion in the Classroom, 1968, et. al.

Another assumption made was that everyone--teachers, superintendents, principals, instructional aides, night attendants, and education specialists-- would be (or at least should be) interested in what goes on in the classroom between the teacher and his students. As will be discussed later, this did not prove to be the case and resulted in one of the major shortcomings of the Workshop, given the large number of non-teaching personnel who were present.

Finally, professional motivation to learn was assumed to be enough to ensure that participants actively engaged in the activities of the Workshop. On the basis of this, a number of decisions about the requirements and organization of the Workshop were made. Flexibility of scheduling, the unimportance of highly structured administrative procedures, the non-existence of class attendance records, and the informality of the staff all derived from the reliance on professional motivation. In fact, the program developed from all of the assumptions discussed above was basically one that acknowledged serious educational shortcomings but which also accepted a dedication and professionalism among personnel that would allow for innovation and direction to come from the participants. The staff saw their role as a helping, rather than a directing, one.

Because the training needs of existing educators of Indian children are so great, Abt Associates Inc. ambitiously strove to develop a varied and creative program, as the assumptions discussed above indicate. This program, like the assumptions underlying it, was subject to a number of constraints which also need to be defined before the development of the program itself can be described. Central to these contraints were guidelines set down by the BIA. The timing and length of the Workshop; number, types and qualifications of the participants; and the number of possible activities were all subject to BIA administrative and budgetary constraints. Even though systems analysis had indicated a great need for in-service training, it is felt that too many people were expected to be influenced by too few in too short a time. This is due both to the eagerness to achieve results of Abt Associates Inc. and the budgetary and administrative constraints placed on the Bureau. The chances for intensive training were diluted somewhat by the heterogeneity of the group and the range of courses needed to satisfy all the groups' needs.

Equally constraining was the method by which participants were selected. While the Workshop was advertised as a "voluntary" activity, many BIA participants said they had been sent by their agency or area offices, and many had seen no brochure describing it. This ensured a group that ranged widely in age, interests, expectations, and susceptibility to change. The benefits of such a mixture of educators certainly provide for many learning experiences and for the possibilities of improving communication between groups, but at the same time, it complicates the planning and presentation of the Workshop. The diverse interests and needs of such a heterogeneous group of educators require a multifarous offering of courses that, within a given budget, necessarily dilutes the impact on any one group of participants.

These extraneous limitations and the assumptions and objectives described above formed the starting point for what proved to be a very successful Workshop. While this success is not uncategorically clear in terms of tremendous changes in the attitude of everyone present, it can be seen in the inspiration, insights, and skills obtained by those who were most receptive to change and most eager to better the scholastic achievement of Indian children using new skills and methods. This success was apparent both in the comments and enthusiasm of many of the participants and in the statistics developed out of the data collected on the participant Workshop evaluation instruments.

Two kinds of general instruments were used, a before-after semantic differential and a workshop evaluation questionnaire. Two semantic differentials were administered, "How I See Indian Students" and "How I See Myself" on both the first and last days of the Workshop. Using the 140 sets of tests that could be matched and the statistical McNemar Test for Significance of Changes, conclusions on both tests indicated a positive change in the participants' attitudes as a result of the Workshop. On 13 variables on the "Indian Student" test there were three changes significant at the p=.01 level. After the Workshop participants saw Indian students as faster, more active, and more independent than they had thought they were before the Workshop. On 10 variables on the "Myself" test, there were no changes significant for p=.01 but two for p=.05. Participants rated themselves colder and deeper at the end of the Workshop. While the meaning of these inner changes is not as clear as on the first test, it appears that the educators went home thinking more deeply about their affective relationship with their chosen profession.[4]

On the Workshop evaluation questionnaire similar results were suggested. Although only about 20 percent of those who had been to workshops before thought the Stewart experience was better, about 40 percent of them thought it was as valuable and almost 90 percent of the newcomers felt they profited from the experience. In gross terms there were very favorable reactions to the Indian junior staff members and to the effects of the curriculum offered. 78.7 percent said that they felt "using Indian students was the most effective way to learn about Indian and teenage culture" and 79.5 percent that this was "the most effective way to learn about staff-student roles and relationships." Only 7.6 percent of the participants felt that staff members back home wouldn't profit from attending such a workshop. 68.9 percent were more enthusiastic towards their job while 24.5 percent said they were "very much so;" at the same time, 47.5 percent stated that they were more optimistic about Indian education and their role in it as a result of the Workshop.

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[4] A more complete discussion of this test occurs in Chapter IV, pp. 53-56.

One strange phenomenon was linked to the majority opinion (55 percent) that "the workshop did not encourage finding solutions to problems but merely talked about them." In doing cross-tabulations of the questions, we were amazed to find that in the questions that followed this one, the 180 people who made up this 55 percent gave some interesting and revealing answers. Seventy-two said they understand Indians better; ninety-nine said they understood teenagers better; 120 (67 percent!) said they could use some of the methods taught; 107 said they would be able to relate better to Indian kids; and 92 concluded they would be able to relate better to fellow staff-members. So, for all but one of these five evaluatory questions, over half of those who agreed there had been "merely" talking felt they had profited from the Workshop. This paradox suggests more than the usual "polite answer" explanation. It would appear, as the semantic differentials indicate, something happened to the attitudes and feelings of the participants that they are either unwilling to admit or are unaware of.

The questionnaire also revealed in an objective manner the major faults of the Workshop. First, there were strong reactions to some administrative matters. Only 3.9 percent of the participants felt the registration procedure was handled as efficiently as possible while 48.5 percent termed it "inefficient," 243 participants (74.2 percent) felt that a BIA boarding school was a good place for a Workshop to be held but 95 of them (39 percent) said that housing arrangements were in need of improvement. Written critiques of the Workshop suggest that inadequate dormitory maintenance during the Workshop caused this reaction. These problems, as well as the more subjective negative reactions to some of the staff's age, dress, and behavior, caused 63.7 percent of the participants to agree that "many courses could have benefitted from more forceful leadership by Workshop personnel." Some failures in course preparation, especially in the Indian staff's classes after they had proven themselves, may help to explain this response, but it was most likely provoked by the administrative mistakes that were made during the course of the Workshop.

A major failure was the inadequate program for the predominantly Indian instructional aides and night attendants. This failure was certainly apparent in their reactions during the Workshop but was not as clear, at first, from the questionnaire. Computerized cross-tabulation of the question answers indicated, however, that race (Question 3) had a fairly steady correlation with the evaluatory questions in the questionnaire. Based on correlations at the p=.05 level or less, it is apparent that Indian feelings about the relevance, effectiveness and emphases of the Workshop were much less positive than among the non-Indian participants. They tended to say that they would give less strong recommendations, that the principles emphasized were not applicable to their needs and that, for those who discriminated about kinds of participants, the Workshop was better for white teachers and administrators. Only 15 percent of the whites who recommended the Workshop for people of different races selected whites, while 32 percent of a similar group of Indians felt that the Workshop was more designed to meet white needs. These findings demonstrate the Workshop designers' biases towards classroom methods and interaction and are, in light of what happened at the Workshop, in no way surprising. They do, however, further point up the need either for much more money and careful planning to deal with such a heterogeneous group or for an alternative organizational approach when deciding what kind of personnel are trained at any one workshop.

These research findings are discussed more fully in Chapter IV, after descriptions of what was planned (Chapter II) and what actually happened (Chapter III) give the reader a feel for the complex process that produced some significant but seemingly paradoxical and occasionally polarized results.

CHAPTER II

PROGRAM DEVELOPMENT

Introduction

The proposal for this workshop pointed out the need for the information, attitudes and skills required for cross-cultural instruction. Since these are not usually taught in teachers' colleges, a program was needed that would provide educators with assistance in solving their specific, Indian-related professional problems. This was to be supplied by information on cultural differences, skill training, attitude training in sensitivity to cultural differences and similarities, and motivational activities that centered around the active involvement of all in the training process. In order to do this, the designers of the program had to pay attention to both the form and the content of what was to be presented. The planning effort concentrated on what was to be included in the curriculum of the program, but the framework for these activities was given enough attention so that the workshop environment would provoke the desired interest and activity of the participants. However, the reader will see that at the workshop a number of unplanned reactions were provoked, more by non-curricular factors than by the courses that were offered. In the discussion that follows the considerations that went into the form and the content of the workshop are described. The next chapter compares these plans to what really happened at Stewart during June.

Form

Because of the importance of community-related variables in education, the concept of in-service training has departed from the traditional university approach in recent years. This workshop in cross-cultural education was no exception. Like Martin Tarcher of the University of California, Abt Associates Inc. and American University were "determined to avoid the most serious shortcoming of so many university extension programs... For [training] courses and programs are frequently just that, an extension of exactly what is taught to sophomores; the same notes, the same lectures, the same methods, when they are available, the same lecturers."[4] Besides this difference in the attributes of those being taught at an in-service workshop, cross-cultural training particularly demands a different approach because of the importance of the relationship between the emotional and the intellectual in such a setting. Cross-cultural training must be designed to develop the link between these two. More specifically, the purpose of this training is to:

> (1)develop in the student more independence of external sources of decision, information, problem definition, and motivation; (2) develop in the student the "emotional muscle" he needs to deal constructively with the strong feelings which are created by conflict and confrontation of values and attitudes; (3) enable him to make choices and commitments to action in situations of stress and uncertainty; and (4) encourage him to use his own and others' feelings, attitudes, and values as information in defining and solving human problems.[5]

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[4] Martin Tarcher, Leadership and the Power of Ideas (Harper & Row, 1966), p. 118. Professor Tarcher's book is based on his work as head of the Extension Division of the Leadership Training Center at the University of California, Berkeley.

[5] Roger Harrison and Richard L. Hopkins, "The Design of Cross-Cultural Training: An Alternative to the University Model," The Journal of Applied Behavioral Science, Vol. 3, No. 4, 1967 (reprint).

While the workshop was not long enough to deal explicity with all these purposes, they do indicate the affective direction that planning should take. As Harrison and Hopkins point out, "the learner's need for expert help is less to provide information about the content of the other culture than to teach the problem-solving process."[6] Thus, it was hoped that the total experience of the workshop would provide participants with insights into the ways that they could change their behavior as problem-solvers in the system, given that they already knew quite a bit about Indian education. At the same time, the workshop would present new skills that participants could adopt, adapt, or reject as complentary to their outlooks on Indian education. With this operational overview in mind, the staff of Abt Associates Inc. set out to develop a program that would provide the skills and the links between the emotional and the intellectual that are needed to make Indian education more effective.

The overall organization of the workshop aimed partially at providing a setting in which the participants would be forced into unfamiliar and often uncomfortable situations which would help them "discard old values, assumptions, and attitudes which are no longer applicable to reality."[7] That is, by living in a BIA dormitory, by being taught by teenagers, and by being offered a non-bureaucratic, highly flexible program, they would have to re-examine their value system in termsof their role as educators in schools which are similarly threatening to the students that normally attend them. While the effects of this approach were partially by design and partially inadvertent, their cumulative effect was one that jolted the participants into a defense, if not an explicit articulation, of their own values. They came to the workshop expecting to be told exactly what to do and what to learn; they found a curriculum that demanded many choices, which had many scheduling conflicts, and which was even more complicated by a poorly conceived registration procedure; they came expecting to find professional stereotypes.

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[6] Ibid.

[7] Tarcher, op. cit., p. 157.

impeccably dressed and very directive; they found as their teachers 25 Indian teenages and 20 senior staff members, all of whom were younger than the mean age of the participants (42.9 years old), all of whom dressed very informally and employed non-directive teaching methods (except in the Indian language classes); they came expecting a workshop dealing with only facts and content and found one where ideas and feelings were equally important; and they came expecting more comfortable living quarters, better food, more extensive off-campus activities than they found in the regular BIA dormitories, the institutional food, and the casinos.

In this framework, the decision on informality, flexible schedules, registration, and youthful staffing were not specifically designed to create this effect. It was felt that people would enjoy the informal dress and might be more willing to interact with others on this level. The course offerings remained flexible so that each person could choose what he felt was most important for his development as an educator. The registration procedure was especially awkward because of the loss of the almost completed course and class assignments on the way to Carson City before the workshop started. All of these considerations still seem to be valid, even though their effects were sometimes different than what was anticipated. The sometimes unhappy result was that, while the administrative decisions did help create the tension desired, they deflected that tension at the beginning of the workshop from the issues that are most important, from the process of cross-cultural education and from the feelings the participants have about Indians and Indian education. These feelings might have been gotten to more quickly if the issues of dress, housing, and scheduling had not been raised. Still, the fact that tension did develop and that it was, for the most part, acted upon and resolved demonstrates that participants did become actively involved in the education process. If the participant is forced "to make choices among competing values which have consequences for his relationship with others in the training situations," he will be better able to cope with unfamiliar and uncomfortable situations in the real world.[8] For example, the Indian language learning experience conducted solely in the Indian tongue, created personal tension for many of the participants, a tension which affected their relationships with both the junior staff instructor and the others in the class. Hopefully, such an experience will help those persons deal with similar stress situations in their home communities, involving students, parents, or other staff members.

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[8] Harrison and Hopkins, loc. cit.

These decisions about the form of the workshop were actually made after the selection of a site for the workshop. Given the rationale discussed above and the resultant desire to simulate the boarding school experience, it was decided that the workshop should be held at a BIA school. Eighteen BIA schools were given ratings on the following criteria:

A. Boarding school with greater than 700 capacity
B. Not unpleasant July climate
C. Central location to minimize travel costs
D. Good educational facilities (library, auditorium, films, etc.)
E. Physically attractive surroundings
F. Relatively isolated from urban distractions

Stewart Indian School was selected on the basis of its ratings on these criteria and after consultation with the Education Division of the BIA. It should be noted that the "Rest and Relaxation" considerations associated with finding a pleasant site were important in determining the location. While this recognition of the need for "Rest and Relaxation" may seem to contradict the lofty work goals set forth for the workshop, it was felt that the two-day weekends and some free afternoons would provide sufficient opportunities while being actively involved in the activities of the workshop.

Content

Within the parameters of the workshop just discussed, 17 courses or classes were scheduled for the three weeks. Some were required of participants and each had different scheduling patterns, depending on the objectives and requirements of the course. While they are all described in the booklet handed out at the start of the workshop (see Appendix A), their place in the total environment of the workshop and the method of development does need clarification here. What actually happened in each course will be discussed in the next chapter.

Study Groups

Because of the variety and timing of the workshop activities and the hetereogeneity of the participants, it was felt that a point of identification for each person was needed. Also if participants had a small group of participants to meet with, there would be chances for an exchange of ideas that an absence of the structured mixing of participants would not provide. A daily one-hour "home-room" type of meeting was therefore scheduled for groups of about 25 participants and 3 or 4 staff members.

Further considerations with respect to the establishment of these study groups hinged on the designers' aversion to the usual, mass-meeting organization of a workshop. It was felt that rather than having an assembly each morning, any administrative information that had to be presented could be briefly relayed by a staff member in each study group.

Also planned for the study group was the practice-teaching of the language-arts instructors.[9] Two resources were given to them by the structure of the group. First, a library of relevant books on educational and Indian topics was placed in each group for circulation (see book list in Appendix B); and, second, each member of the group was required to keep a journal. Both of these ideas were taken from Dr. Daniel N. Fader's Hooked on Books, which aims at the involvement of students in using language by stressing quantity, rather than quality. Participants were therefore to be able to take the books and do with them as they wished and were to write about anything they wanted to, just so two pages a day were filled. No one, including the language arts instructor and the staff, was to read anyone else's journal unless invited to do so. It was hoped that this kind of involvement would convince the participants of the value of a "quantity" approach to learning language, opening them up to the need for what Dr. Fader calls "English in every classroom" and to the possibility of using this approach with Indian children. To help in this persuasion, each group library had three copies of Hooked on Books.

Into this group was to be put one or two members of the language arts seminar. They were to become the teachers of the group and were to help guide it in the direction the group wanted to go, while remembering their objectives of improving the participants' speaking and writing abilities. As will be seen below, this involvement of participants in both leadership and pseudo-pupil roles was an important aspect of most activities.

Indian Language and Culture

The major course taught by the Indian students, and directed by Dr. Charles Kozoll, met every day for all participants. As originally conceived, the course was to offer activities in which Indian students would have a chance to present tribal-specific aspects of present-day Indian language, customs, values, and problems, both in and out of school. In developing the course, it became apparent that the potentially most exciting part of the course was the language learning experience. Using a total involvement method such as the audio-lingual method [10] would create an emotion-laden situation similar to that faced by many young Indian students. Also, Indian language was an area in which the junior staff would have clear superiority over their 'students,' and there would thus be less likelihood of negative reactions to the youthfulness of the student-teachers. The course was therefore made half Indian language and half discussions of Indian culture in English. It is interesting to note that the participants in fact did like the language learning experinece the best, even though they were not usually learning the language of the majority of their regular school children. This suggests that the assumption that there would be an emotional involvement in language learning was in fact correct, and this involvement could thus be drawn on in other activities of the Workshop.

The Other Culture Course

An early description of this course was entitled "Teenage Culture Exploration" and billed the course as a presentation of "the ideals, manners, morals, dress, slang, music, and art forms of Indian and American teenagers." When that was written the concerns and interests of those who were to teach the course, the Indian teenagers, had not been taken into account. At the start of the one-week training session for the Workshop, prior to its opening, the students showed real dissatisfaction with this approach. The result was their own course, with them deciding what they wanted to teach and the senior staff helping them plan how to teach it. "The Other Culture Course," as the junior staff named it, came to be an introduction to students' ideas about what to teach and how to teach it. A variety of instructional techniques - straight dialogue, role-playing, media presentations - were utilized for the six classes each participant was expected to attend.

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[10] The audio-lingual method involves only listening to and speaking the language being learned. No writing of any kind and no speaking in another tongue is allowed.

Group Dynamics

Since the major objective of the Workshop was to improve student-staff understanding and communication, some opportunity had to be included for the specific improvement of the participants' effectiveness in interpersonal relations. After much debate about the efficacy of sensitivity training and its usefulness with the heterogeneous group of expected participants, a plan for a low-key, limited type of exploration of group process was decided upon. With the help of Dr. Samuel Braun, a noted Boston psychiatrist and experienced leader of training groups for educators, it was decided that a one- to two-hour introductory session would focus on people's tendencies to think in steroetypes. The requirement of only one short session was decided upon because of the definite need for the group member to be voluntarily involved. If he is not, the threat of this emotional experience will usually ensure that the person does not open up to the learning possibilities of a group experience. This was found to be true with many of the people in the introductory session. Those who were interested were asked to sign up for more sessions, which about fifty people did. Then, according to individual preferences and staff experience, further sessions were conducted. Three groups met, one for six hours, one three times for two hours and one five times for two hours.

Crisis Simulation and School Planning Game

Two simulation exercises were developed to demonstrate the difficulties involved in the planning and decision-making processes of education. The cris is simulation game aimed at increasing the players' empathy for other real-life roles in the education system, while the school planning game forced players to define their educational objectives and then allocate a limited budget to programs that would help achieve those goals. Follow-up discussions were designed to elicit both player and real-life motivations and to illuminate the feelings and attitudes that are produced by the roles people play.

Micro-Teaching

Mr. Alfred Hartwell and Mr. Joseph Blackman of the University of Massachusetts developed the micro-teaching component of the course after lengthy consultation with the staff of Abt Associates Inc. and one-week field trips to a number of Bureau schools. They are on the staff of the University's School of Education, the Dean of which is Dr. Dwight Allen, one of the originators of the micro-teaching concept.

In micro-teaching, class size and length are greatly reduced and specific teaching skills or techniques are concentrated on by the participating teacher. The five-minute lesson is video-taped and then played back immediately for the teacher and staff observer to evaluate. The teacher is then given time to prepare and reteach his lesson. At Stewart, each teacher was given two chances to go through this cycle, besides orientation periods for each skill and a practice taping session to get over the nervousness of being on television.

Based on the findings of Abt Associates Inc.'s systems analysis and the observations of Mr. Hartwell and Mr. Blackman, it was decided that the two most important teaching skills to deal with were non-verbal communication and increasing student participation in the class. The emphasis on non-verbal communication would provide a chance to use the insights gained by teachers in the group dynamics sessions and would be very helpful for those language teachers who became interested in using the audio-lingual method of language instruction. It was expected that by offering a chance to work on specific ways of increasing student participation in class, teachers would also have an opportunity to work out teaching techniques that would complement any changes in their understanding of Indian children that the Workshop might produce.

Language Arts Seminar

This seminar was designed for all participants interested in language arts instruction, especially at the junior and senior high school levels. The aim of the class was to improve the participants' ability to foster speaking and writing in the classroom by actually using various instructional techniques and activities with other members of the Workshop. As mentioned above, the mechanism for doing this was the one-hour study group session each morning to which groups of twenty-five participants were assigned. Each day two members of the language arts seminar (in a few cases only one was available) were to lead each of these study groups; and then, later in the day, all of them came together with two of the Workshop senior staff members and discussed what happened during their study groups: what worked, what failed, how the lesson could have been improved, and what applicability the techniques and activities used have to the regular language arts course. The instructor-participants were also provided with a number of books on language arts instruction, the most important of which was Hooked on Books because, as discussed above, it supplied the rationale for the structure and requirements of the study groups.

Social Science Seminar

Realizing that most current Social Studies courses are not relevant to Indian students, Dr. Clark Abt designed a course to teach teachers to use social science techniques to study the students' home environment. By having the children apply social science research methods to the society, economy, and even politics of their home areas they will learn useful methods of acquiring and evaluating information and will be able to comprehend more meaningfully the concepts social studies courses are supposed to teach.

In order to show the relevancy and fun of this approach, Dr. Abt planned to have his class do research on different aspects of the Workshop. Class time was also devoted to discussing how this approach could be used at different levels in the regular school setting. The results of this class's research are mentioned throughout the pages that follow and presented in Appendix C.

Planning for Change

The original design for this course focused on the use of cost-effectiveness techniques by school administrators. However, analysis of the BIA school administrator's role and the absence of sufficient and reliable data on BIA schools, indicated that a different approach should be taken. This conclusion resulted in the development of a methodology for instituting change at the local level in BIA schools. This detailed plan book was included in the report to the Education Division that was submitted in June, 1969.

It was decided that the chief designer of this methodology, Mr. Richard Ruopp, should review, critique, and improve the plan-book with interested participants at the Workshop. The course thus became a real discussion of how to plan for change in the traditionally static education community and of what the role of the administrator is in the change process. To supplement the discussions, Mr. Ruopp distributed copies of Concepts for Social Change and Change in School Systems prepared by the Cooperative Project for Educational Development.

Job Counseling

Since guidance counseling in BIA schools was found to be severely limited by the small number of staff, the isolation of many of the schools, and the inadequate training of many of the counselors, there was felt to be a need for an activity-oriented approach to at least part of the counselor's job. Because of the students' interest in job preparation and its possibility as a student-directed process (as opposed to the psychological counseling that is also in great demand), job counseling was included in the Workshop.

The course was developed and taught by Mr. Robert Jardin of the American University. Mr. Jardin's knowledge and experience in guidance counseling complemented Abt Associates Inc.'s knowledge of Bureau schools, and together a course was designed that fitted, as much as possible, the specific needs of the Indian school. In the course small groups were to actually deal with the problem of locating, investigating, and evaluating a potential specific occupation. Through the use of newspapers and the telephone, participants would find out as much as possible and arrange to have an interview. One field trip would provide a direct experience with the occupation being considered and the prospective employer.

As in other courses in the Workshop, the participants learned this approach to job guidance by their actually going through the process they were expected to implement in their own schools. Class time was also used to discuss and develop this activity for use after the Workshop. It should also be noted that Mr. Jardin took into consideration the isolation of many of the schools, and means of overcoming this problem were discussed.

Master Tutor Training

The Master Tutor concept, as used in urban centers and on the Blackfeet and Pine Ridge Sioux reservations, involves training local high school graduates of all ages to become teachers and trainers of other tutors. While most of the work in this area has been done with adults as part of the Community Action Program, programs with school children in Philadelphia and Newark have indicated that both the tutor and tutee show significant achievement gains as a result of an older student tutoring a younger student. Coupling this realization with the present inadequate interface between dormitory and classroom personnel in BIA boarding schools, the utility of a dormitory-based tutoring program led by instructional aides would seem to be an efficient means of using school resources to raise achievement levels.

A professor from Northeastern University, Dr. Melvin Howards, who is one of the originators of the concept, organized the program for the Workshop and employed three of his master tutors from the Blackfeet Reservation to help teach it. All instructional aides were encouraged to participate and urged to take home and use the substantial number of materials that were distributed. The major worry before the Workshop was that there were no funds available either for Dr. Howards to follow up his training with on-site advice and encouragement or for the materials the newly-trained master tutor would need to train student tutors in the dormitory and then put them to work.

Simulation Gaming in the Classroom

In a 1968 study performed for the BIA[10], Abt Associates Inc. found that "(Indian) students showed little shyness at entering into game play and, while speaking to one another during the game, displayed considerable initiative and interest, as well as a strong desire to win." Further observation of classes suggested that the inter-student, small group orientation of games would provide Indian students with more confidence and opportunities for participating in the learning process. For these reasons, a seminar in the development and use of educational games was included in the curriculum.

The basic text for the course was to be "How to Design Educational Games" by Ray Glazier of Abt Associates Inc. Also, Abt Associates Inc. designed two games, "Relationships" and "Culture Contact" which made up a games kit that illustrated game theory and game development. After being used at the Workshop, these kits would then be taken back to the teacher's school for use in his own classroom. Teachers, also, during the course of the Workshop, designed and test-played their own games and returned to their schools with some experience in game design.

Movie-Making in the Classroom

As part of the recent rapid growth of media and visual aids in education, movie-making by non-verbal students from minority groups has proven to be an excellent means for provoking individual self-expression and for getting such students involved in the whole process of education.[11] Until now, the efforts in classroom movie-making have centered on a few Negro and white middle-class groups, even though equipment costs are low enough for the program to be fitted into most school budgets. It was thus hoped that by getting teachers of Indian students excited at the Workshop about this approach to the usually quiet student, they might create the pressure, while going ahead on their own, that would produce sufficient administrator interest for movie-making by Indian students to become a reality.

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[10] "The Feasibility of Cost-Effectiveness Modeling and Educational Games for Bureau of Indian Affairs Schools," 15 April 1968, p. 36.

[11] Film-making program with Puerto Rican dropouts in the Lower East Side of New York City has produced near-professional films. Several of the teenagers are now working with professionals. The media/communications center in Philadelphia has introduced film-making into inner city high schools, as has the Model School Program in Washington, D. C.

Miss Edith Churchill, who has extensive experience in teaching movie-making to Negro children, developed a course that would teach teachers all the phases of film production by actually having them make their own films. She emphasized adapting film-making techniques to individual teachers' classrooms, and provided each teacher with enough resource material to continue a film course after the Workshop. Equipment and film were supplied so that groups of participants could script, shoot, edit and show their own films while paying attention to how to impart these skills to Indian young people. These very well done films are available from Abt Associates Inc.

Teaching Teachers to Teach Students to Teach Students

Because of the staffing shortages in most BIA schools, overworked teachers find it extremely difficult to deal with the many needs of their children. This, in part, accounts for the insufficient academic training that many students receive. Abt Associates Inc. has suggested to the BIA that they utilize Indian students as within-class teachers. Training for this development of increased teaching capability was designed for the Workshop by Dr. Clark Abt.

During the first week of the Workshop Dr. Abt planned to discuss with ten participants the efficacy of using this approach and to teach them methods of teaching and monitoring student teachers. This course differed from the master-tutor training course in that students would learn to teach groups of other students and would not tutor on a one-to-one or one-to-two basis. The performance of the junior staff in teaching Indian language and culture reinforced the viability of using students as teachers.

In week two of the Workshop, the ten people from week one would teach the principles and techniques they had learned from Dr. Abt to other Workshop participants, who would in turn do the same thing to yet more people in week three. This snowball effect was consistent with the general Workshop tenet of making the people who attended the Workshop share directly in the responsibility for what it accomplished.

School Simulation Exercises

Students in Bureau boarding schools are subjected to a regimen that is unfamiliar to the vast majority of American school children. The pressures exerted on their psycho-social development are therefore none too clear to educators. To help the participants better understand this phenomenon, the Workshop planned to simulate for one 24-hour period a regular boarding school schedule, capitalizing on the fact that as many participants as possible were expected to live in the dormitories for all three weeks.

The staff of this simulated boarding school would consist of the staff of the Workshop, with the Junior staff playing a leading role in its direction. Both classroom and non-classroom activities were planned, but the details of this day were not decided upon until the Workshop had started and the Indian students, who necessarily know the system best, had a feel for what they wanted it to contain. In the end, however, this day was called off because of the events during the first ten days of the Workshop. (See below, page 47.) The reader should note that the senior staff hoped to ensure that the students ran the school like they would like to see it run, rather than to run it as a revengeful caricature of all that the young people find wrong with boarding schools.

Indian Arts and Crafts

During the junior staff training week at Stewart, the Indian staff were invited to teach any extra-curricular courses that they thought the participants would enjoy. Three students from the Institute of American Indian Arts and one Navajo boy came forward.

Pegie Deam, a Suquamish Indian, set up a ceramics workshop in the school art room to teach both simple pottery-making and ceramic sculpture. She emphasized modern adaptations of Indian subjects.

Patty Harjo, a Seneca-Seminole from Oklahoma, prepared a workroom and equipment for a class in traditional Indian techniques. Patty had already participated in a similar role in a workshop at Dilcon, Arizona, and assured the rest of the staff that the participants would delight in doing beadwork, hand weaving, and loomwork.

Rodger Williams planned to teach drawing and purchased the necessary equipment, as did the two girls, so that classes could begin as soon as the Workshop started.

Once Gerald Harjo, a Creek, saw what fun these three were having, he offered a course during the second week of the Workshop, in Indian dancing, using the dances he had learned and performed at the Institute of American Indian Arts.

Summary

This varied program of activities aimed at providing participants with an environment in which their usual approach to education was questioned but in which a number of alternative methods and modes of education were made readily available for them to choose from. In sum, the affective results of the form of the Workshop and the most threatening courses were to be complemented by training in cognitive skills relevant to an alternative approach to education. The staff of the Workshop was particularly on the spot because they had to convince the participants that a process-oriented curriculum, rather than a content-oriented one, could work; their major means of proving this was to make the Workshop an exciting learning experience for those present. Given the dichotomy between staff and students in terms of age, geographic origin, and personal life styles, the achievement of this objective was a difficult but rewarding task, as events at the Workshop demonstrate.

CHAPTER III

PROGRAM IMPLEMENTATION

Although the workshop did not officially begin until June 8, the majority of the staff arrived on May 30 and June 1 for one weeks' orientation, planning, and training. The objectives of this week were five-fold:

1. To familiarize staff with all the activities in the workshop and with the rationale that brought them together.

2. To develop a group feeling that would help Indian and non-Indian, student and professional, work together.

3. To train Indian students in the teaching techniques to use in teaching Indian language and culture.

4. To give the Indian students time to develop the course on teenage culture.

5. To finalize classroom assignments, distribute study-group libraries, set up the micro-teaching laboratory and attend to a host of other administrative preparations.

To achieve the first objective, open-ended staff meetings were held each evening to discuss the total workshop. Individuals on the senior staff were encouraged to describe their special area of interest while group activities provided a means for getting to know each other. These included an all-Indian group dynamics session, a test-play and discussion of the crisis-simulation exercise, the showing of a controversial film on Indian education, numerous informal, small-group discussions between junior and senior staff, and a number of recreational activities that everyone participated in. By the end of the week, a feeling of unity had emerged and the young Indian staff members' initial fears about teaching their elders had been allayed as much as could be hoped for.

This assurance came about mainly because of the excellent language teaching program that Dr. Kozoll taught them and because of the success they already had in practice teaching and in preparing exciting classes for the culture part of their courses. Dr. Kozoll's approach to language teaching had three stages. First, the junior staff was briefed on the very directive skills needed to use the audio-lingual technique of language instruction; then they watched Dr. Kozoll teach Somali to the senior staff and discussed the way he did it. Second, he taught the teacher-trainees Swahili, again emphasizing the method to be used. And, finally, they began practicing teaching their own Indian language in pairs. The languages taught were Hopi, Tewa, Creek, Sioux, Crow, Yakima, and Navajo. Included in this training process was the definition of a number of English-language sets (greetings, names, weather, etc.) that the junior staff could teach in any language. Since this teaching method involves no writing, it was not difficult for each teacher to identify the appropriate simple phrases and sentences in his own tongue. During the practice teaching sessions, many of the new teachers had their lessons video-taped and then discussed their teaching technique and the sets used with Dr. Kozoll.

At the same time, sessions each day defined the specific Indian culture knowledge that each junior staff member had and examined ways for him to present it. They spent time during the training week and the first week of the workshop preparing lessons on Indian home life, tribal history and legends, and Indian stories and games. At the same time, Mrs. Linda Elbow was helping the junior staff prepare the teenage culture course. They balked at the first suggestions of teaching about music, dress, and manners that are really more prevalent among urban, non-Indian teenagers. After a lengthy evening staff meeting, the younger Indian staff members were left to present a design for the course they wanted to teach. The next day, their design for "the Other Culture Course" was presented to the senior staff and they set to work preparing lessons on topics that they thought educators of Indian children should be familiar with. Mrs. Elbow acted as their advisor on teaching skills and offered suggestions on how best to accomplish their lesson objectives. Classes were prepared on red power, literature and poetry relevant to

Indian students, and the psychology of Indian students in certain stress situations. Two of the six sessions that were to be presented were left open to deal with topics raised by either the participants or their reactions to the lessons that were planned. On the weekend before the workshop started, there was a staff picnic at Lake Tahoe and a dance. Sunday was spent getting ready for and registering the participants. This proved to be a much more difficult task than had been envisioned. With the loss of the preliminary class lists, which were based on preferences listed on the application cards, it was decided that a schedule for each course would be posted and participants could make out their own schedules by choosing the courses that interested them most and working out their own scheduling conflicts. A packet of preparatory materials was distributed at room registration, including a pamphlet that described each course (see Appendix A). The results at registration were very messv.

On the one hand, the procedure was not fast enough to accommodate all the people who tried to register at once; the instructions left too much up to the participant; the staff that helped with registration were not properly briefed to provide the same answers to everyone; and some scheduling conflicts were not reconcilable. On the other hand, the participants were not able to handle the responsibility for interpretation and decision that was left up to them. Although explicitly instructed to read the course descriptions first, many did not; the assignment of some classes as required made most participants feel that they had to do those classes and little else mattered; and the posted course schedules and their division into sections confused almost everyone. The result was two days of frantic attempts by both participants and staff to get everyone into a course of study that satisfied the individual's needs without confusing him any more than he had been already.

This procedure, while not totally unlike many college registrations, created a good amount of hostility on the part of the participants. It gave rise to the feeling that the workshop was unprofessional and to participants' feelings of frustration and discomfort. Ulterior motives were ascribed to Abt Associates: they were doing this so that the registrants could be studied and the whole workshop was an intentional undermining of the Bureau of Indian Affairs so that this firm of about 150 consultants could take over the Bureau of Indian Affairs' Education Division were two prevalent rumors. The first rumor was squashed by participants who pointed out that if the poor registration procedure was by design, it would have been structured so that the sfaff did not have to work as long and as hard as they did. The second rumor died a slower death.

On Monday, after a very short introductory assembly, classes started, even though many of the participants had not registered yet. This they did Monday morning. Once people got to work, they found most of the courses exciting enough so that many of their initial fears were allayed. One group that continued to feel frustrated and poorly treated was the predominately Indian Instructional Aides. Their disenchantment grew into the confrontation that came at the end of the first week and produced the added course offered at the beginning of the second week.[12] However, the success of the workshop resulted from the enthusiasm with which the courses outlined in the last chapter were presented and with which they were received. The following discussion describes what actually occurred in each course and is perhaps best read with the objectives stated in the last chapter in mind.

Study Group

Mainly because of the attempt to turn the study group over to participants in the Language Arts Seminar, the 16 study groups met with varying degrees of success. After two days at the beginning of the workshop with a staff member in charge, the group continued to look to him for leadership and the participant-instructor often felt too insecure to provide the forceful leadership needed to lead the class. A number of results occurred, depending on the personalities of the senior staff member and the Language Arts people in each group. At one end of the spectrum were the classes with strong leadership, where the two major activities, journal writing and discussion, were handled skillfully and meaningfully for most of the participants. A description of one such class from a participant's journal will perhaps give the reader a feel for what went on:

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[12] For a discussion of what happened, see below, p. 49).

> Our group study class met at 8:30 a.m. for announcements from our leader. Most people wrote in their journals about half the class time. The other time we talked a little of Bureau Schools as compared to Public Schools. I mentioned the opinion of two junior staff members who were of the opinion that public schools offered a better academic education. One girl graduated from the Phoenix High School, the other attended the Sequoyah Boarding School. The second girl said she felt better about attending a boarding school because of the social life and the feeling she had of being a **part** of the school. After most of the class had gone, it was brought out by Mr. Pentilla that he felt that there were good schools in all areas of Public, Bureau, and Mission education.

The next day this gentleman's journal notes that they "changed their discussion to low achievers in high school on the idea of social promotion."

At the other extreme were those few classes where little or no planning occurred and the class was predominately involved in either silent journal writing or marginally relevant discussions that involved only a few people. The result was sometimes devastating. As one teacher pointed out in her critique of the workshop,

> I heard of rooms where English teachers got really carried away, making notations on the board of what would be done the first 10 minutes, the second, then half an hour for contemplation. I also heard of a room where the L.A. leader read his own journal aloud, day after day, for comment. Really?

While the journals show that many of the participants were frustrated and disappointed by the lost potential of these daily meetings, both the journal and the group library were enthusiastically received. At first there was resistance to being forced to write, but once most participants got started, they found plenty to write about and looked forward to the opportunity each day. Many wrote much more than was required on a variety of topics. Most popular were comments on the workshop itself, both laudatory and critical, but there were also analyses of the individual's role in Indian education, the utility of what was happening at the workshop, and the significance to the writer of events peripheral to the courses they were taking.[13] By the end of the second week, people were actively engaged in exchanging notebooks and in having them read by their "teachers." The success of Dr. Fader's writing process was indeed telescoped for a number of people so that they went home feeling they had a new skill, a new outlet, and a new approach to classroom teaching. These results are extremely evident in the comments of participants, the more than 50 journals that were voluntarily submitted, and the journal idea's incorporation into papers on language teaching methods that were submitted as a requirement for university credit.

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[13] Appendix D is a selection of excerpts and poems from a number of the journals that were handed in. See them for a more complete picture of what the journals included.

The success of the classroom library is more difficult to ascertain, but the fact that almost every book disappeared during the first week suggests that there was great interest in them. Originally, each person was to receive a book as his own which he could exchange for another one when the first one was finished. In fact, everyone grabbed the books as soon as they were made available and, there being no check-out system, they all soon disappeared. They were seen being carried around and the most popular ones -- Hooked on Books, The New Indians, Teacher, Preparing Instructional Objectives, and A Student-Centered Language Arts Curriculum -- were quoted and mentioned in numerous papers and classroom discussions. Efforts during the second week to get people to exchange books met with only limited success. It is hypothesized that many people found a useful book or books for themselves and wanted to make sure they got to take them home.

In sum, the daily study group provided a forum for people from different places and positions to exchange ideas and a time for contemplation and written commentary on what was going on around them. There was plenty of opportunity to air grievances, both against the BIA in general and the workshop in particular. What was sometimes lacking was the structured, objective-oriented planning that is necessary for successful teaching. It was lacking because the staff relied too heavily on the expertise, bravery, and enthusiasm of the language arts teachers without really having the time to develop these in the participant before he was called on to take over.

Indian Language and Culture

This daily course was required of all participants and was taught by the junior staff with Dr. Kozoll acting as adviser. Twelve sessions were conducted, six in an Indian language and six in English on diverse aspects of Indian culture. The languages taught were Navajo, Hopi, Crow, Creek, Tewa, Jemez, Sioux, and Yakima. The method used for teaching the languages involved divided the class into two groups of about ten people each; each group was taught for thirty minutes while the other group watched; they then switched roles for thirty more minutes. Two or three Indian junior staff members would enter the room once the class had settled down and talk only in their Indian language. Meanings were given by non-verbal cues while the group and individuals alternatively repeated what the instructors said. No English was allowed and the new teachers were very strict. Only once did any of the young Indians lapse into English. That was when one young lady shouted "Shut up" at an unruly group of observers in the back of the room.

After six days the language portion of the course ended amid applause for many of the students and, in some cases, presents of candy and money. Included in Appendix D of this report is a poem entitled "Whoop-ee! Hopi!" which both describes a class and sums up the general positive reaction to using Indian students as language teachers.

The second half of the course included a series of presentations by the junior staff on various aspects of Indian culture. The objective was to provide an overview of the Indian tribal, family, and school life that most educators of Indians know little about. Again, the classes were divided into 30-minute sessions withtwo-man teams rotating between two classes. This allowed each class to have six presentations from each of two teams.

The choice of presentations were left up to the individual teachers. The senior staff provided organizational and methodological advice as much as possible, but, as a few participants point out in their critiques of the Workshop, there was not enough time taken to train the junior staff well enough so that every class would be a polished lesson in some aspect of Indian culture. The quantity of topics covered defied particular help to each staff member on each topic. Two of the ten teams' schedules looked like this:

Team Three:

Staff Assigned:

Meredith Lincoln

Patrick LaRocque

Presentation: Meredith Lincoln

1. The history of my immediate family, including how our names originated.
2. Where I now live - the foothills of the Battle of the Little Big Horn.
3. A local social organization at Chilocco - the S.O.S.
4. An Indian game - the Arrow-throwing contest

Presentation: Patrick LaRoque

1. The Chippewa migration from Canada, through Great Lakes to the Dakotas
2. The Turtle Mountain's reservation
3. A story of my father's youth - the depression
4. Where I now live - my home and the reservation
5. The history of my immediate family.

Team Four

Staff Assigned:

Patty Harjo

Mary Ann Gerard

Presentation: Patty Harjo

1. A Seneca religious festival.
2. The story of the creation of the Navajo people.
3. A Sioux love song.
4. An Indian game - the Seneca Peach Seed Game.
5. My local community.
6. Student staff conflict.

Mary Ann Gerard

1. A history of my immediate family
2. A description of where I now live.
3. A significant story of a happening between a staff member and myself.
4. A tribal program I have enjoyed.
5. Observing a drunk Indian.
6. Thoughts on leaving the reservation.

The result was a stimulating series of discourses and discussions that participants found interesting, but not enthralling, and informative, but not definitive.

The superior success of the language part of the course appears to be due to two phenomena. First, the language learning process calls for total involvement and deals with finite skills, so that the learner is rewarded easily as he masters different language sets. The best example of this attraction was the BIA school principal from Navajo who was seen in an empty classroom one afternoon practicing his Sioux with the help of a tape recorder. The second advantage the language classes had over the culture sessions was that it dealt with knowledge that the learner knew absolutely nothing about and which the instructor had near perfect control over. There was no possibility that the young instructor might lack the experience that would have already taught the older student the class content. That is, it appears that some apathy developed toward the culture classes because the participants felt that after fifteen or twenty years of experience in Indian education they already knew what the teenagers had to say. It is just that kind of person who should tune in to listen to the younger generation; for this reason, other activities of the Workshop were designed to make them more receptive to this kind of class, which they seem to have partially done. Evidence for this judgment of success exists in the gratitude shown to the junior staff when the Workshop ended and in the almost total disappearance of the kind of hostility towards them that some of the participants still harbored toward the senior staff at the end of the three weeks.

The Other Culture Course

Each participant was expected to attend six meetings of this class. The junior staff prepared much more structured lessons for this course, again working in pairs. The most exciting classes were a role play exercise where the class played tribal council members debating whether to join in a march on Washington and a poetry class in which the poems taught were taken from modern folk music. In the "Red Power" game the junior staff wrote role profiles for council members of differing political persuasions and followed up the exercise by leading a discussion on the political divisions that beset most tribes. In the poetry class, the two teachers played songs and discussed the words of a number of songs popular among teenagers. They dealt with isolation, hypocrisy and frustration in modern life. The class aimed to show that there was material of merit that was relevant to what they think is important. As one girl on the staff put it when discussing the two or three people who walked out in the middle of her class, "Some kids like Shakespeare but not all kids do. We only wanted to show them that other poetry was just as good and much more fun." Similar classes dealt with prose written by Indian students at the Institute of American Indian Arts. The rest of the course discussed what was most important to both participants and the junior staff: dormitory living, individual student conflicts at home and at school, and sex and drinking among students.

The success of all these classes depended greatly on which junior staff members taught them. Because of the short training period and the emphasis on the language and culture course, the Indian students were left to develop more of their own material and teaching methods. Because not all of them worked equally hard on either count and because of the participants' assumed knowledge of Indian youth, this course was not received as well as the Indian Language and Culture Course. However, the success of the most carefully thought-out and best prepared classes does suggest that this kind of training is both feasible and valuable.

Group Dynamics

During the first week of the Workshop, eight groups of approximately ten people each met each day with a senior staff member in an exercise aimed at examining interaction in groups and individual behavior that affects group activity, especially as it relates to the classroom. At the start of each two-hour meeting all the participants paired off with someone they did not know and spent ten minutes getting acquainted. They were instructed to return to the group with something of interest to relate about the person they had talked with. Although explicit instructions were given by each leader about his non-directive, non-authoritarian role, every group looked to the staff member, at least momentarily, for leadership when the group reconvened. His silence was eventually broken, after much emotional discomfort, by someone who couldn't tolerate the silence. What followed was a stereotypic listing of name, rank, credentials, and family by almost all the introducers. Little was ever said on the affective level about the other person. Where each group went from there depended on the individuals involved. Results ran across the whole spectrum of group activity, from almost two hours of uncomfortable silence to one group emotional experience that achieved the results that a much longer t-group session sometimes provides.

In this predominantly low-pressure type of sensitivity training the leaders tried to focus the participants' attention on the facts (a) that most people see others as stereotypes and (b) that we operate in groups on a set of assumptions that we find personally comfortable. This was done with observations, questions, and , as a last resort, in the most reluctant groups, some degree of lecturing. Generally, the younger, white participants found this exploration of process very exciting; while the older, and especially Indian, participants were much more reluctant to look at others or themselves in relation to the group.

What emerged from these initial examinations of process were numerous individual insights about the educator's role in Indian education and about the need for treating Indian students as individuals, even in the face of the monstrous dormitory and counseling case loads and the frequently overcrowded classrooms. Particularly relevant to these insights was the generational confrontation that the youthful staff evoked in many of the participants. This is perhaps best illustrated by the most introspective group's decision that the anxiety expressed toward the Workshop staff, and frequently toward Indian students in general, was really a projection of their anxieties about their own teenage and young adult children.

After the first week, participants were invited to register for further group sessions. Many of them, especially the less vocal Indians, found this initial experience both threatening and unproductive. They were thus allowed to opt out in order to avoid involuntary embarassments that might arise in more intensive sessions. While only about fifty people actually did continue, it is felt that a thought process was started in many others that may help the individual's professional performance. For instance, one participant who had been forced to tears by a group leader over her motivations for being a teacher told him on the final day of the Workshop that she'd never forget him. Hopefully, and one suspects probably, that memory will make her a better teacher.

At the beginning of the second week of the workshop, the participants were asked to sign up for further sessions and then to come to an organizational meeting. About 50 people came to the meeting and four groups were set up. Two two-hour meetings continued for from three to five more sessions with newly constituted groups; a group that only wanted one more meeting did not appear on the appointed day; and one group of twelve, with two leaders, left the school for one intensive six-hour session. Only the six-hour group carefully defined their objectives in terms different than those of the introductory session. The other groups looked more intensively at what goes on in a group and related the individual's behavior in the group to his interaction with his Indian students and professional colleagues. The intensive encounter session, on the other hand, sought to have the participants gain greater freedom in discussing the personal aspects of their lives while viewing each other in a positive manner. For this reason, it was bound to become a more emotional experience than the other groups. Those who had volunteered knew they wanted this, even though few had had any group training before the workshop, and the result, according to the leaders' evaluation, was an increased willingness to talk about personal aspects of their lives (8 people were willing before the session; all 12 were at the end), a greater dependence on describing people according to personalities rather than according to their physical characteristics (5 before; 10 after), and a unanimous desire to participate in another encounter session.

While the overall results of such a subjective activity are hard to determine, it does appear that the participants behaved toward the course much as had been expected. Most were threatened by the first session, some frighteningly so, and less than 20 percent of the participants continued. One phenomenon that was more severe than expected was the Indians' rejection of this mode of enquiry. Partly because they did not like the training and because of the positions they fill, the workshop staff now sees them as one of the prime targets for future training of this type. However, in order to maintain the voluntarism of the participants, much more effort must be spent in providing introductory activities that will stimulate this kind of group member.

Crisis Simulation and School Planning Game

During the course of the workshop participants were expected to participate in two different simulation exercises, one on each of two afternoons. The crisis simulation exercise was developed especially for the workshop as part of the experience that would help increase empathy toward others' roles in the school setting. In the game, a fictitious school was presented with a crisis situation (what to do about the students who had participated in a drinking party) and teams representing the administration, the instructional aides and the students had to respond. Each player was given a role profile that forced him to play an unfamiliar role in the system. After responses were generated through group interaction, the staff member led a discussion of the motivations of different players, the alternatives open to them, and the decisions they would most likely make.

While this exercise was enthusiastically received by most of the participants who played it, attendance fell off at the daily meetings during the last week of the workshop. It is suspected that this occurred partially because of the participants' growing feeling that the activity was of marginal utility. A course that meets once for two hours became less important as the other experiences of the workshop added up. Also, the anticipation of leaving the workshop for home or vacation dampened the professional enthusiasm of many participants during the final week of the workshop.

A similar phenomenon plagued the School Planning Game, but a number of journal entries attest to the greater success of this activity. This was primarily due to the staff member in charge, Mr. Dan Honahni, who, as a very articulate young Indian leader, is extremely capable of presenting Indian ideas on Indian education. After teams of administrators, teachers, and Indian staff members had chosen educational goals for a fictitious but typical BIA boarding school and had selected a financially constrained program to achieve those goals, Mr. Honahni led a discussion of the different groups' objectives and the reasoning behind them. His addition of the Indian community's attitudes, both among the young and the old, the conservative and the progressive, added a dimension that many participants found extremely rewarding. This dimension was to have been provided more fully by the Indian leaders invited to the workshop, but the tardiness in the selection of the tribal representatives prevented most of them from coming.

In sum, it seems that these two courses were most effective in arousing interest early in the workshop. Because of their brevity and one-time experience, limited impact could be expected from them. It will probably be wiser in the future to use this kind of activity for everyone at the start of the workshop as a means of generating initial insights and general interest in the problems the workshop will deal with.

Micro-Teaching

Six micro-teaching laboratories were set up in a separate building on the Stewart campus. Each room contained a Sony video tape recording unit, 4 pupil chairs and a blackboard. In this setting teachers were given the opportunity to practice and improve specific teaching skills by teaching local Indian children from grades 5 through 9. As was discussed in the last chapter, the two specific skills chosen for practice were:

1) increasing teacher attentive behavior
2) increasing student participation

After a general diagnostic session to familiarize teachers with the micro-teaching process, an orientation lesson was presented to explain each skill. Video-tapes of Bureau teachers modeling the skills were shown and discussed. Each teacher then taught a lesson incorporating the skill to a group of 4 or 5 Indian students, and after evaluation by observers and students, and self-evaluation of the video tape of the lesson, each teacher then re-taught the same lesson the next day to a different group of children, trying to utilize the skill more effectively. This was done for each skill.

From the 14 hours of video tape which were kept, a one-hour synopsis of teacher and model lessons was prepared and is available for viewing.

A questionnaire administered to 80 participants at the end of the clinic by Mr. Blackman and Mr. Hartwell indicated that the more micro-teaching lessons a teacher experienced, the more positive his reaction was to the process. Those teachers who attended only one or two lessons were the least positive.

Those who attended five or more lessons were the most positive. This finding agrees with many of the journal entries and participant comments about the anxiety with which they reacted to having their teaching filmed and then played back to them. The more one does it, the less frightening it becomes and, hopefully, the more willing the teacher becomes to evaluate himself objectively.

In ranking the usefulness of the skills suggested by the instructors, participant teachers exhibited a similar concern for the more "cosmetic" aspects of this new experience. They found the idea of set induction least useful as a skill to be learned from their micro-teaching sessions. Most useful were their voice and tone, their use of reinforcement, and the importance of silence, eye contact, and movement and gestures, all of which are readily discernible from just seeing and hearing oneself. For more abstract skills such as set induction to become more meaningful, more taping sessions would be necessary.

Language Arts Seminar

As was originally planned, this daily seminar provided an opportunity for language arts teachers and two senior staff members to discuss the problems of language arts teaching within the framework of the workshop study groups. The two seminar sections succeeded in providing a forum in which each person with a responsibility for a study group could air his achievements and problems. Through this manner of discourse and with frequent references to past experience and the books being used in the course, the teachers involved were helped to think through old and new ways of dealing with language arts, especially in tying writing and talking to reading and listening.

The major fault of this course was the total responsibility for the study group that was placed on all of the seminar participants. There was not the time during each day or in the three weeks to adequately prepare these people, psychologically even more than professionally, for the task of teaching their peers and superiors. Also, in the study groups the division of authority between the language arts teacher(s) and the senior staff member was often not made very clear, either to them or to the rest of the group. These difficulties caused some language arts people to rely solely on unguided discussion or silent journal writing for classroom activities. The challenge of motivating the class, just as in a regular school, was not accepted by most of the participants and the seminar failed, for the above reasons, to provide an adequate stimulation and direction to the language arts teachers. Another time, the senior staff member should probably run the class and, with careful planning and advance warning, the language arts teachers should use the group as a demonstration class for a limited number of specific lessons.

Social Science Seminar

The Social Science Seminar began with a discussion of the applicability of social science techniques to school social studies classes. These techniques can be used by the students to learn about their surrounding environment. From that, general principles can be abstracted.

As the best means of demonstrating both the skills Dr. Abt was talking about and the effectiveness of such an approach, the class then divided up into work groups to study various aspects of the Workshop that interested them. Research objectives and field instruments were developed during the first week. Then the work groups performed their research. Questionnaires were distributed in study groups; classes were observed; and staff and participants were interviewed. The result was a set of very interesting and valid conclusions, when compared with the major research instruments, about participants' attitudes toward the content and teaching methods of the workshop and dorm life in BIA boarding schools and about feelings between ethnic and tribal groups. A short history of the workshop and a profile of the Indian participants was also included. The most relevant results of these studies will be included in the discussion of research done on the workshop that appears in the next chapter.

Planning for Change

In six, two-hour meetings, this course, which was designed primarily for administrators, pursued a two step process leading to planning for educational change. First, the COPED materials on "Concepts for Social Change" and "Change in School Systems" and the "Planbook for Self-Renewal" were distributed and used as a basis for discussions on the process of change and the school administrator's role in it. Out of this, revisions and adaptations of the Planbook were made and the participants' complaints about the constraints on them were given a thorough airing.

Later in the course, these discussions gave rise to a number of task groups that were to investigate areas of concern and to develop plans for change. The products of these task groups ranged from a short list of recommendations on recruitment and selection of personnel to a rather detailed plan for a more realistic ungraded achievement education program. A side effect of this seminar-type class was the administrators' realization when their class was continually interrupted, that a loudspeaker announcement in the middle of class is a menace to effective education. Another major response to the course was the request by 12 administrators for another workshop for them to work on the specific applicability of the Self-Renewal Planbook to BIA schools.

Job Counseling

The highlight of Mr. Jardin's course in job counseling was the field trip near the end of the second week. Before that time, the participants had used local newspapers to define what types of jobs were available and had decided, in groups, on specific kinds of jobs to investigate. The questions they wanted to ask were then decided upon and they arranged meetings with the firms in which they were interested. On the field trip they then interviewed the people concerned with the job under investigation and returned to Stewart to evaluate what had been learned from this experience.

As in the Social Science Seminar, the participants went through the same exercise that the instructor wanted them to use with their Indian students. For some, this exercise in the Carson City area gave participants an interesting insight into how a casino operates and what kind of jobs and training it provides. Similarly, but for a much wider range of jobs, Indian students can do the research into job possibilities that the overloaded guidance counselor does not have time to do. The last meetings of the class discussed how this method could be utilized in the schools, even those far from centers of employment. There, letters would replace the telephone and money would have to be found for one longer trip to the nearest city.

The success of this course is best shown by the 20 people out of about 70 enrollees, who listed it as the best course in the Workshop. It certainly seemed to touch on a much neglected aspect of guidance for Indian youth, while providing a method of job investigation that required no new staff, little extra time in the counselor's already busy schedule, and only a small expenditure of school funds.

Master Tutor Training

Most instructional aides and many teachers participated in Dr. Howards' class on how to become a teacher and trainer of other tutors. He ran the class for the first week and then handed it over to three master tutors he had trained from the Blackfoot Reservation. Dr. Howards' enthusiasm and directive teaching absorbed all the classes he taught during that first week. The lessons dealt with the means of using the many quite simple books and exercises that were provided to teach those who need remedial help. When Dr. Howards left, his assistants performed ably but lacked his charm, credibility, and experience and some of the enthusiasm subsided.

This course provided needed skills to a number of participants who, until now, have only had peripheral involvement in the academic process of education. It is hoped that some of the instructional aides in the course will now go back to their schools and become involved in their students' learning process. As was mentioned before, the lack of follow-up or material funds makes it impossible to ensure that this will happen.

The major shortcoming of the course was the organizers' dependence on it as the primary source of Indian pupil personnel staffs' involvement in the Workshop. This was not enough, especially since the course dealt with a totally new area of concern for most of these people. It was too much to assume that the very intellectual and Anglo activities like Group Dynamics and Indian culture courses would excite these people about the idea of becoming master tutors. So, while the course was a good one, it was presented as too much of an isolated package for the participants it was aimed at to become as enthusiastic about it as they would have to if it is to work. This was a structural problem of the Workshop, not a fault of the course, and, as such, helped lead to the general Indian participants' discontent that had to be discussed at the end of the first week.

Simulation Gaming in the Classroom

Because the use of structured games, especially role plays, is a novel idea for most teachers, this course started with a discussion of the value of games as a classroom learning tool. After a couple sessions, most of the participants began to feel more comfortable with the idea of establishing a simulated environment in the classroom and then stepping back to let the students take over. They then moved into the design of their own games, using two staff members and Ray Glazier's *How to Design Educational Games* for guidance. In the course of the Workshop the games in the kit provided were played and, once they were far enough along, participants described and test-played their own games with the rest of the class.

The success of this course is amply demonstrated in the number of games developed and the eagerness with which participants went about preparing materials. Board games and simulations on a wide range of subjects bore titles like "Survival in the Desert," "Student Government," "Trading within the Tribe," "Cafeteria Talk," and "Parsing Bingo." At the end of the Workshop, one-page descriptions of each game were written by the participants and distributed to members of the class with the designers name and address so that interested people could find out how the games worked in the classroom and how to prepare their games for use in their own schools. This information is available from Abt Associates Inc.

Movie-Making in the Classroom

One of the most successful courses offered was the film-making class. After the first few days participants with cameras were everywhere on the campus shooting film for their short dramas on a variety of subjects. First, the class learned how to handle the cameras and how to script. They then went into production with the campus as their studio and, after viewing the developed rushes, edited what proved to be a very entertaining group of films. The films produced included one on an Indian boy arriving at a BIA school; another, starring "Weary Bill," caricatured the Workshop's registration procedure; a story about the evils of gambling and the losses incurred, showed what could happen to the unwary participant; the comedy of a family camping trip was depicted in another film; and one gentleman spent a good amount of time filming participants as they ran the stop sign at the entrance to the school--he planned to use the film in his Driver's Education classes. These and other films, with appropriate music to accompany them, are available for showing from Abt Associates Inc.

At the end of the Workshop, participants were sold at less than cost the cheap cameras purchased for the course, as well as any leftover film. Knowing that they would almost certainly get no financial support for an in-school film program this fall, it is hoped that the possession of this minimal amount of equipment will ensure that Indian students produce some films during the next school year. If the enthusiasm of the Workshop film-makers when discussing the possibility in their final classes is any indication, this should certainly happen.

Teaching Teachers to Teach Students to Teach

While the idea of using students as teachers was readily endorsed by the first set of teachers in this course, the "snowball" effect of the course failed to materialize during the second week. The original class decided to try out the idea by first teaching content-specific material, Negro history, auto mechanics, and beadwork to groups of interested participants. This failed, except perhaps in one case, for a number of reasons.

First, there wasn't an adequate means for advertising the courses the teachers were offering. While there were announcements in the daily bulletin and on notice boards, they were out of the context of the TTTST course, and thus did not stimulate the same interest as the initial course announcement. Also, by the second week all the teachers had found enough activities to fill their day and they were reluctant to take on new attendance responsibilities.

Still, a few courses did get started during the second week and the most enthusiastic teachers found that a methodology could be developed for teaching someone else to teach a subject. What would have made the course go better was an initial scheduling of everyone who was interested. Some of them could still have started the course in the second or third week of the total program.

School Simulation Exercises

As was stated in Chapter II, the 24-hour complete simulation of a BIA boarding school was cancelled. The major reason for this decision was the strain that had obviously been placed on the resident participants by the first week and a half of the Workshop. Dormitory living and cafeteria eating had taken their toll before the Workshop was two days old. A few participants moved off-campus and many more showed their irritation by complaining to the Workshop office that many of the arrangements should be changed--sometimes in contradictory directions!

The chaos of registration, finding classrooms, and listening to conflicting instructions from both friends and staff members created plenty of strain on everyone. This and the already uncomfortable living arrangements made the staff feel that their point had already been well made. Even the junior staff, who were looking forward to the day, generally agreed.

One other point of significance, especially for future planning, was the unpleasant reality that most of the people on-campus were the Indian, non-teaching participants who already spent much of their time very near the children in the dormitories. The predominately white teachers and administrators, the ones most in need of the boarding school experience, were more able to bring their families and to afford to live off-campus. This left the most experienced, and already disgruntled, participants as the recipients of an experience that might not prove much more than had already been demonstrated. It seemed unfair to single out one group for an uncomfortable experience that all would not share.

Instead, the Thursday set aside for "regular" school activities was used as a day for individual conferences with staff members, especially for those writing papers, and for holding Friday afternoon's classes so that a barbecue could be held at Lake Tahoe then. This change was well received by the participants, except for those who said they had some mischief planned for when they were "students." The barbecue, in particular, proved to be the most popular and indirectly informative extra-curricular activity during the workshop.

Indian Arts and Crafts

Somewhere between 50 and 100 people found time to become involved in the very informal ceramics, beadwork and weaving, and drawing classes. The most popular proved to be the ceramics class where everything from ashtrays to statues were produced. The beadwork and hand-weaving class appealed only to the women and had less of a turnout, but the ladies there did learn a new skill and produced some very attractive necklaces and belts.

Conclusion

This individual discussion of each of the classes was designed to give the reader a feeling for the magnitude of the program and the variety of experiences encountered. Running through all of these courses were certain threads that tied them together and influenced their success. Central to these were the attitudes, preconceptions, and feelings brought to the Workshop by both the participants and the staff. In general, the participants were conservative, western, and middle-aged or older. This was expected; what was not expected was the reliance of many on a set of assumptions about education that saw a neat schedule, coats and ties, and little learner responsibility for what was learned as necessary ingredients of a successful Workshop.

Assumptions by the designers of the Workshop centered on a flexible program of student-led activities. The formality of a university-type program of assemblies, lectures, and textbooks was avoided in favor of activities in which students learned by doing and by taking responsibility for what they did.

Even most of those willing to participate and not at all interested in the more formal view of education were pursued by fears about their own ability to deal with a strange situation; the reliance on staff members at registration, the experience of many of the language arts teachers and the "closed" meeting of the Indian participants are all indicative of this fear. Almost all, as with any group, felt most comfortable with what was most familiar to them. For this reason, Dr. Howards' very directive teaching manner was enthusiastically received while the almost totally non-directive TTTST class had problems after the first week. By the same token, the youthful and non-western appearance of most of the senior staff made many participants question the possiblity of their having anything to offer. And the value of using briefly trained Indian teenagers as teachers was questioned by some at first.

However, the bulk of the participants were interested and dedicated enough to overcome their initial feelings and to rethink the social and educational sets they came to the workshop with--the Group Dynamics sessions helped in identifying what these sets were and how they hinder being an effective educator in a cross-cultural setting.

In the event, the process that worked these feelings out had either of two courses for the majority of the participants. First were the predominately Indian participants who serve mostly in the lowest positions represented at the Workshop. Both their race and position made the presence of Indian teenagers as teachers an extremely threatening proposition for many of them. The failure of Abt Associates Inc. to provide enough activities directly relevant to their positions furthered the feelings engendered by the judgments made at the start of the Workshop. The results were two "all-Indian" meetings at the end of the first week of classes, one of which was held during class time, thus amounting to a boycott of classes. By this time, the Workshop staff had fully realized the inadequate program for instructional aides and a daily one-hour class was started during the second week. Mr. Heneveld, the Director of the Workshop and Mr. Wight from the BIA's Instructional Services Center also tried to answer their questions at the second of these meetings.

The late-starting class for aides, which was extremely well-attended, covered a number of topics. The first two meetings were panel discussions with the junior staff members in which dormitory living was discussed. These were complemented by some small group discussions and by a presentation on non-verbal communication given by Dr. Kozoll. During the last week, a presentation of grievances was given to a panel of BIA Assistant Area Directors for Education, out of which came a formal list of nine recommendations (see Appendix E). Also, somewhere along the way a group found enough time to prepare some "points for consideration" on the drinking problem among Indian youth. On their own they asked a senior staff member to help them turn their ideas into a distributable memorandum. This was done and a copy of the memorandum appears in Appendix F.

The other process for letting out participants' feelings involved a wider spectrum of participant types and opinions, and depended on their immediate involvement in activities that they found both relevant and interesting. Hostility generated by the appearance of the staff and the registration procedure subsided once people found that Indian teenagers were excellent teachers and that there was plenty to do.

Thus, by the end of the first week there was a large body of participants actively involved in all the courses and strongly in favor of what was happening at the Workshop. They were so enthusiastic, especially about the junior staff, that a meeting was called--albeit by an Indian teacher--in response to the disapproving meetings held by the predominately Indian group.

While these two paths of experience do not encompass everyone, they do account for the majority of the participants. Some of the older participants remained aloof from the proceedings, but one suspects, especially after looking at the questionnaires, that they did not approve of the proceedings on either side, even though they certainly shared in the frustrations engendered at the start of the Workshop.

The reader should be reminded that process, as much as content, was designed to be important in this Workshop. The events just discussed illustrate what is surely a unique aspect of the Stewart teacher training Workshop: the particpants of all persuasions were provoked enough to act on their own, both in the courses offered and outside. This is not a normal phenomenon among either educators or civil servants and, while partly inadvertent, demonstrates one of the achieved objectives of the Workshop. As was pointed out earlier, if the learner has to deal with stress in the training period, he will be more able to do so afterwards. In both groups discussed above, they found their values and approaches to education questioned (or thought they did) and fought back, in the process questioning their own motivations and techniques and ultimately becoming more open to positive aspects of new ideas and methods being offered. Thus, the process of change in the individual was initiated by an uncomfortable situation--young staff, inefficient registration, dormitory accommodations, video-taped lessons, peer teaching, etc.--that the participant had to bear or resolve. The fact that on Tuesday of the second week there was a peak feeling of mutual accomplishment throughout the Workshop indicates that, after all the activity and strain of the first week, a resolution had been reached.

These comments certainly apply only to the thoroughly affective aspect of the Workshop process, and do not include every attendant. Many participants, and some staff members, would deny this experience, but the success of most of the classes, including the late-starting course for instructional aides, and the evidence of participants' introspection and growth in many of the journals certainly attest to its existence. This experience for the willing and half-willing is seen as the major, even if unmeasurable, achievement of the Workshop. Not only were individuals regenerated for another year in school by a pleasant three weeks near Lake Tahoe, but they found new skills, and more important, some new insights into their roles as educators vis a vis the Indian student.

This chapter has not dealt at all with the quantifiable research findings of the semantic differentials and questionnaire that were administered. After describing in Chapter II what ideally should have happened, Chapter III has tried to give the reader a feeling for the intangibles that made the Workshop an exciting, prevocative, and often exhilerating experience for almost everyone involved. The data discussed in the next chapter indicates that, with few qualifications, the conclusions about success that were subjectively reached here can be identified in the written answers to the wide range of questions that were asked.

CHAPTER IV

PROGRAM EVALUATION

Introduction

As part of its contract for the Workshop, Abt Associates Inc. developed a comparative evaluation design for all five BIA summer workshops in 1969. It identified three foci for evaluating the comparative success of each workshop: long-term changes in student performance, changes in student-staff communication, and the evaluation of workshop specific activities and organization. Because of the time and logistic constraints on this report, only the latter two foci could actually be dealt with in our evaluation. Also, since group interactions analyses could not be carried out in the schools last spring and this fall, only changes occurring during the course of the Workshop could be measured. This gave rise to the assumptions (a) that changes occurring during the Workshop would have some general permanence and (b) that measurable changes in participant attitudes were directly related to how school staff communicated with other people in the normal school environment.

Potential changes in student-staff communication were measured by determining if staff attitudes towards Indian students changed during the course of the Workshop. Similarly, it was assumed that changes in staff-staff communications were directly related to how the individual sees himself. The instrument used for measuring the potential for these improved relationships was the Semantic Differential. Both the "As I See Indian Students" and the "As I See Myself" tests were administered on the first and last days of the Workshop and 140 matched sets of responses (43 percent of the Workshop population) were identified when the tests were analyzed.

As with the Semantic Differentials, the Workshop-specific questionnaire that was administered on the last day of the Workshop would have benefitted from a more protracted evaluation period. Even during the three weeks at Stewart there was clear evidence that initial feelings of resentment toward the Workshop in general subsided as the participants became involved in specific meaningful activities. A further chance to try out what was learned would have had an even greater impact on their evaluation and would have been more realistic.

In the pages that follow, these three instruments are discussed and, where appropriate, supported or refuted by the findings of the surveys of the Social Science Seminar and by comments of the participants, particularly from their journals. The aim of this discussion is to point out the strengths and weaknesses in more objective detail than in the last chapter, so that there will be a rational basis for the recommendations for future workshops that are presented in Chapter V.

Semantic Differentials

For general comparative purposes, and because of the impossibility of using the full proposed evaluation design, the Semantic Differential was adopted from the Northern Arizona University's Evaluation Design. Their Semantic Differential, entitled "As I See Myself" was aimed at determining whether there was any change in self-concept for those who participated in the Workshop. While the Stewart Workshop used the same ten-item test, it also adapted it to make the "As I See Indian Students" test. This was done by adding three items: talkative-quiet, unfriendly-friendly, and independent-dependent.[14] Both these tests were administered twice to everyone and, by matching individual's sets of four tests, 140 completed tests were assembled for analysis. As a check on the representativeness of the 140, the responses in these matched sets were compared item by item with those from a random sample of sixty other sets by unidentified participants. No significant differences appeared.

The results of these tests are exhibited in Figure I. Changes towards each end of the spectrum for the 140 sets were determined for each item and then compared using the McNemar Test for Significant Changes. This test, described in Appendix H, was chosen because of the use of a nominal scale in a "before and after" situation. Other more stringent statistical tests which would have provided more exhaustive conclusions did not seem appropriate given the non-interval scale, the tendency to rate near the middle of the scale and the immediacy to the Workshop with which the tests were given. For example, the tendency for participants to see themselves as "colder" at the end of the Workshop might be due to the fact that they were "hot" about registration when they were given the test the first time.

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[14] See Appendix G for examples of each test.

Column 1 in Figure I shows the direction in which change occurred for each pair of adjectives. The second set of A's and B's summarizes the total number of changes towards each adjective in the first column. The last two columns give the computed chi-square and the probability that the changes for each item occurred by chance. Three items on the "Indian Students" test and two on the "Myself" test showed significant changes at the P=.05 level.

The most revealing results occurred in the measurement of participants' attitudes towards Indian students. In only one case (strong-weak) was there an anywhere near significant shift in attitude toward the negative poles, while the three items for which definitely significant changes occurred were those that might have been chosen as the most obvious representatives of scales to measure whether using Indian students on the staff was successful or not. The stereotypical Indian student is not too bright, very quiet and passive and not at all independent in his actions in a group. The participants indicated on this test that, as a group they left the Workshop thinking Indian students were faster (more intelligent?), more active, and more independent than they had previously thought. These results reinforce the decision of the designers not to hire a cross-section of Indian students. We wanted to break the stereotype by providing a significant number of bright, aggressive young Indians who would provide a new role model experience for the educators of Indian children. The students lived up to the expectations placed in them and, as these results indicate, caused significant attitude changes in those people tested.

Since staff-staff communication and its assumed complement, self-concept, were of second priority at Stewart, the less revealing results on the "Myself" test are not surprising. As mentioned above, the participants were "cooler" at the end of the Workshop. Registration and the hostility of the first week may explain this. The only other statistically significant change was from "shallow" to "deep." This may mean that participants went home thinking more deeply about themselves and their motivations towards Indians and Indian education. At the least it suggests that the

SEMANTIC DIFFERENTIAL RESULTS

Using the McNemar Test for Significance of Changes

How I View Indian Students

Variable Favored	Total Changes A/B	X^2	Probability Level
1. Dishonest→honest*	24/35	1.70	.20
2. Slow→Fast	25/54	9.92	.01
3. Strong→Weak	28/40	1.78	.20
4. Quiet→Talkative	35/49	2.01	.20
5. Happy→Sad	35/36	0.00	1.00
6. Cold→Hot	24/32	0.88	.50
7. Unfriendly→Friendly	34/36	0.00	.95
8. Shallow→Deep	35/37	0.01	.95
9. Unpleasant→Pleasant	33/36	0.06	.80
10. Passive→Active	30/56	7.28	.01
11. Tough→Fragile	37/38	0.00	1.00
12. Useful→Useless	37/38	0.00	1.00
13. Dependent→Independent	29/60	10.10	.01

How I View Myself

Variable Favored	Total Changes A/B	X^2	Probability Level
1. Honest→Dishonest	15/22	0.97	.50
2. Slow→Fast	27/36	1.02	.50
3. Weak→Strong	22/35	2.52	.20
4. Sad→Happy	27/32	0.27	.70
5. Hot→Cold	20/37	4.49	.05
6. Shallow→Deep	19/35	4.17	.05
7. Unpleasant→Pleasant	21/23	0.02	.90
8. Active→Passive	24/27	0.08	.80
9. Fragile→Tough	30/31	0.00	1.00
10. Useless→Useful	18/29	2.13	.20

*The arrow indicates the direction of change.

FIGURE I

emotional involvement of many participants in the Workshop made them more aware of their own feelings. The "Myself" test results have another point of interest given the fact that statistically significant changes in attitude cannot be expected to be very large over a three-week period. Two items had p=.20, a fairly strong indication that change was not by chance over this short time span. In both cases the changes were positive, towards stronger and more useful. This may only be due to the regenerative effect of the annual workshop experience, but it does indicate that more exhaustive research is needed to see if change can occur over this wide a range of variables after such a short experience.[13]

Workshop Evaluation Instrument

During the last two days of the Workshop, 327 of the 331 registered participants completed the specific workshop evaluation instrument.[14] Most were filled out in the study groups during the last morning. This questionnaire was divided into three sections: The information in Part I provided a profile of the individual; Part II elicited his views on the content and staff of the Workshop; and the last section gave the participant the opportunity to evaluate the extra-curricular arrangements and procedures of the Workshop. The data on all the questionnaires was summarized and relationships between the variables on the instrument were determined using a computerized cross-tabulation based on chi-square values at the p=.05 level or below. From this data, the most significant results were examined for their implications for future in-service training programs.

Before discussing each of these sections and the correlations between pairs of answers, the reader should be aware of one important question in the instrument that was inadequately answered and which could not be included in the data analysis. Question 2 in Part II asked all participants to rate the courses they had taken according to interest, value, applicability, effectiveness, and presentation. For a number of reasons that should have been apparent before the instrument was administered, those who were able to complete this section were a rather select group. Most obviously, only those who could understand the page-long directions were able to complete the matrix in which the answers were to be recorded. There may, however, have been other factors at work which biased the sample of those who were able to rank the courses. Some of the participants were simply reluctant to give information; others wished to show as emphatically as they could that they disapproved of the entire program; some entered comments to the effect that none of the courses fell below their expectations, and the matrix and the titles used for some of the courses confused many people. Perhaps most significantly, those who failed to complete the matrix tended to be less well educated than those who did. The average education level of the former group was 3.3 years beyond high school; that of the latter 5.5 years beyond high school. The correctly responding group clustered much more tightly about its mean educational level (standard deviation = 1.6 years), while the no response group was much more widely distributed (s.d. = 2.6 years). A look at the frequency distributions below shows that while number of years of education after college had little effect on ability to complete the questionnaire, completion of college had a strong effect, as the means suggest. The overwhelming difference in means can be largely attributed to the presence of the instructional aides in the sample.

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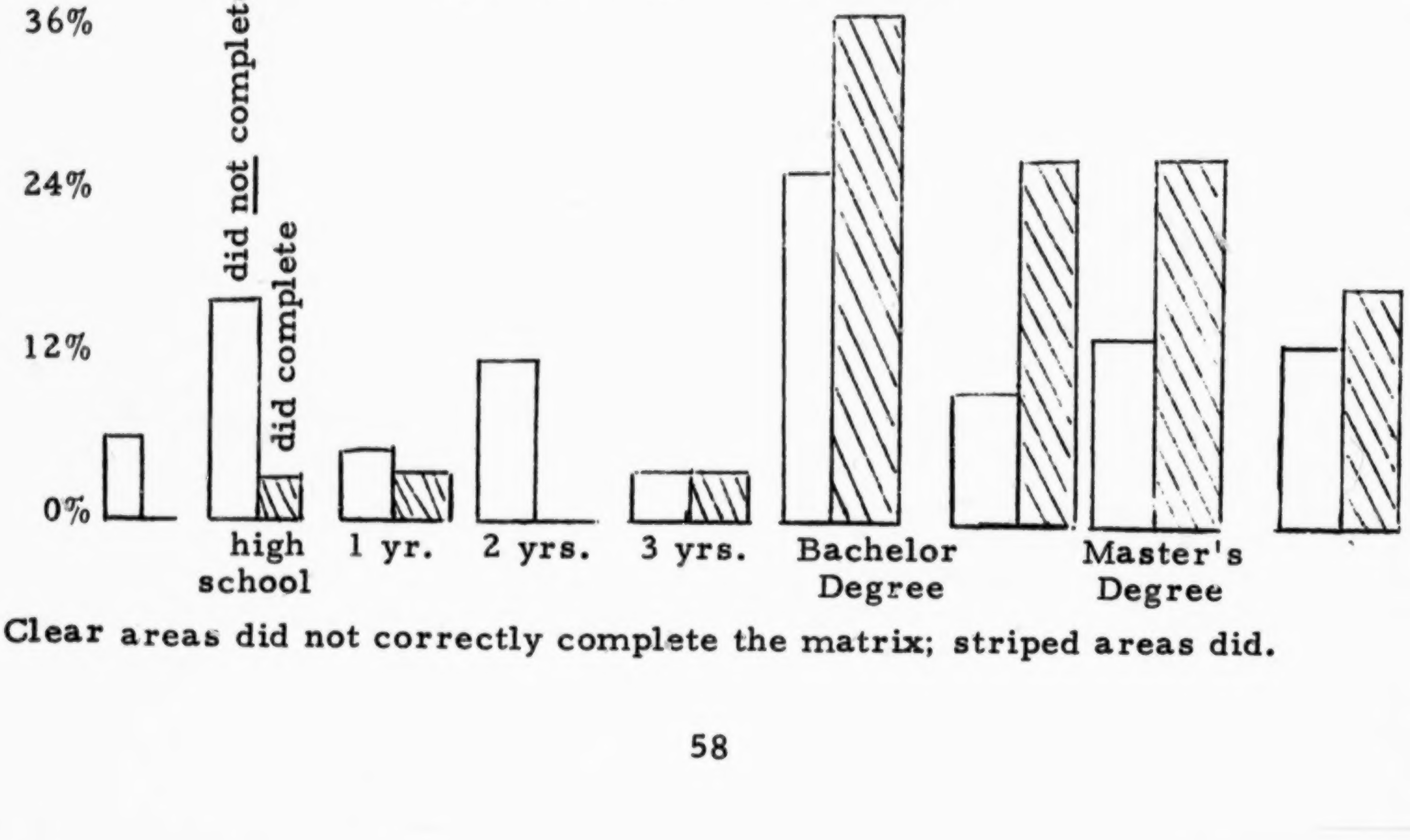
[13] Note that of the three items on the "Indian Student" test that had p=.20, two were positive and one negative. Because of the apparent divergence of these results, no explanations have been attempted for the marginally significant results on this test.

[14] See Appendix G for a copy of the instrument and a summary of the results.

Percent of Each Educational Level against Completion of Matrix



Clear areas did not correctly complete the matrix; striped areas did.

Furthermore, while we cannot state with certainty the cause-effect relationship between attitude and ability to complete the questionnaire, we can observe that a strong interconnection exists between ability to complete the matrix and the attitudes toward the Workshop as expressed by strength of agreement with thirteen statements about the Workshop. Twice as many non-responders voiced strong feelings (strongly agree or strongly disagree on five or more of the thirteen statements) as did responders. Of these extreme responses, those who were able to complete the matrix were far more favorable to the Workshop than were the others.

In the light of these biases, a 10 percent segment of the population failing to respond would probably be sufficient to invalidate a study. Since in fact more than 60 percent did not complete this matrix, any conclusion based on the remaining 40 percent would be highly unreliable. Thus, this data was not included in the data analysis. Instead, the answers to the best and worst course questions were used, stating those choices as a percent of those who indicated on the matrix which courses they took. This latter figure was used on the assumption that all the participants would have been able to at least list the courses they felt they had "taken." The freedom of each individual to go to the courses he liked as often as he liked, without being included on a class roll, prevented realistic class lists from being used for this calculation and made it more appropriate to compare the participants' judgments of courses to enrollments that reflect their empirical feelings of involvement.

Part I: Characteristics of Participants

Although workshop attendants were selected by their area offices, the mix of participants who attended indicates that no standardized form of self-selection or administrative criteria were adhered to. There was a fairly uniform distribution of ages, positions, education-levels, and lengths of service in Indian education, with the means for these variables coming fairly close to observed national averages. Although little over 35 percent of the participants refused to give their age the participants were observed to be mostly over 40. Of the rest, 10.8 percent were all participants under 30, 33.7 percent between 30 and 50 and 20.3 percent over 50. The mean age of those responding was 42.9. Only 21 percent of the respondents indicated they were not married, which in light of the problems of boarding families in a BIA school, might create even more problems than were encountered at Stewart if participants are allowed or encourage their families.

As was expected, the major position represented at the Workshop was that of the teachers. The breakdown by position was:

teachers	40.6%
administrators	6.1%
counselors	17.0%
instructional aides	20.6%
other	9.1%
no response	6.6%

The racial mix and education levels of the participants was comparably diverse. 57.5 percent of the participants were whites; 35.0 percent Indian and 5.2 percent other (mostly Negro). In education 25.6 percent did not have B.A.'s; 34.5 percent had B.A.'s but no Master's degree; 30.8 percent had Master's degrees; and 8.2 percent had their doctorates.[15] Only 32.3 percent said they are currently pursuing another degree, which in part accounts for the low number who registered for credit from American University (134 or 40.9 percent).

The data on length of service at the present job, present GS level and present school revealed nothing unexpected about the participants. Roughly 30 percent replied that 5 years or less was their situation for all of these variables. Many people failed to respond to the question on GS level, undoubtedly because they do not work for the BIA. Other than that, there was only a very slight tendency towards low years as answers, but these, again, may have been offset by the 17 to 25 percent who did not answer the questions (assuming that those with longer periods of frustrated advancement are reluctant to mention it).[16]

A questionnaire administered to 65 Indian participants by three members of the Social Science Seminar reveal some interesting information that the general evaluation instrument did not get at. They found that 40 percent of their sample did not have college degrees and that 90 percent of the non-degreed Indians are employed by the BIA while only 75 percent of the degreed Indians are. Their conclusion was that "the employment standards for BIA personnel (may not be) as stringent as those standards which exist outside of the BIA." More probably, it just means that the boarding school jobs that do not require a degree are more frequent in the BIA than outside of it. Still, this finding does deserve further investigation.

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[15] Where percentages do not total 100% the balance is accounted for by those participants who gave no response.

[16] See Appendix G for the summary of this data.

This, then, is a profile of the workshop participants. They were slightly older, and there were more non-teaching personnel than the workshop design had anticipated. There were also more Indians than had been expected who were not interested in the cross-cultural aspects of the program. However, it was not an atypical group in Indian education and any changes that did occur in their attitudes or professional expertise could be expected to occur in another group of educators of Indians. Still, there were groups in the Workshop that were helped more than others, as will be seen below. But first let us look at the trend of the answers given to the rest of the questionnaire.

Part II: Workshop Content

The questions in Part II were directed at answering five general questions about the Workshop:

1. How does this workshop compare with others in the past?
2. What were the general reactions to the overall program?
3. What courses were best and why?
4. Who is this kind of workshop best suited for?
5. What did the participants get out of this experience?

These were answered, for the most part, by multiple choice questions. The only big deviation from this pattern was the previously-discussed course evaluation matrix which did not elicit useable information. The answers to all of the other questions are totaled in Appendix G.2, but a summary of the major conclusions follows. The correlation of these findings with the characteristics of the participants and with each other is discussed in a later section of this chapter (page 69).

Sixty-two percent of the respondents indicated they had been to similar workshops in the past and were thus able to compare the Stewart workshop with other experiences. Three choices (more, equal, less) were given for each of four criteria (interest, usefulness, quality of teaching, and relevance to one's job). The results are tabulated below as a percentage of those responding:

Criteria	More	Equal	Less
Interesting	25.4%	39.7%	34.2%
Useful	21.2%	42.2%	36.4%
Teaching quality	15.3%	40.5%	43.7%
Relevance	23.7%	40.6%	35.3%

As can be seen, the majority thought the workshop was as good or better than others, but more people gave a "less" rating for all four criteria than gave a "more" rating. The roughly equivalent percentages on each criteria, except for teaching quality, suggest that the same people answered all four questions similarly. This, in fact, proved to be true throughout the questionnaire: those who did not like the Workshop took every opportunity to show it, and those who did like it were similarly consistent with their positive responses. The writer thus found, as he analyzed the data, that there are consistent, if small, tendencies toward polarization throughout.[17] Another relevant point that the data suggests was a general conclusion of the participants can be seen in these figures. It is the relatively greater dissatisfaction with the quality of the staff. In a later question, 63.7 percent of the respondents agree that there was a lack of "forceful leadership" by the staff of the Workshop (Part II, Question 23).

On the other side, general reactions of all participants to the curriculum, staff instruction and competence, and teaching methods were very favorable. Forty-two percent said they "learned many new ideas and techniques which I expect will enable me to be more effective in my job," while 22.5% felt what they had learned was fine in theory but they would meet application problems, and only 4.9% disagreed "with the educational methods presented because they will not work in the school environment." At the same time, participants gave the teaching methods and staff instruction and competency favorable ratings:

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[17] See p. 69 below.

	Teaching Methods	Staff Instruction and Competency
Excellent	19.9	17.3
Good	34.9	38.5
Satisfactory	33.1	31.1
Poor	9.0	7.9
No response	3.4	4.3

The apparent contradiction between these responses and those previously cited is probably explained by the fact that the statements receiving favorable comments emphasize teaching and classroom behavior whereas the more general terms "less well taught" and "more forceful leadership" could be taken to include the administration of the workshop.

These strong expressions of satisfaction with what happened in the content of the workshop are further enhanced by the extremely favorable reactions to the major innovation attempted: use of Indian high school students and recent high school graduates as staff members. 78.7% of the participants felt "that using Indian students as teachers was the most effective way to learn about Indian and teenage culture," and 79.5% felt that using them as teachers was "the most effective way to learn about staff student roles and relationships." The overwhelming success of this major aspect of the workshop is given even more credence by the fact that this nearly 80% of the participants includes many of the 35% of the workshop who are Indian and who called the two very well-attended critical meetings during the first week of the workshop.

As was explained earlier, the course evaluation matrix was not answered well enough to provide meaningful statistics. Judgments on the relative success of the courses had to rest, therefore, on the best and worst course questions (nos. 11 and 12) and on the participants' definition of which courses they "took." This latter information was taken from the matrix after ascertaining that at least 297 of the participants (92%) completed this column of the matrix. Because of the flexibility with which individuals chose their courses and because of the policy of no attendance records, the participants' perception of what courses they took seemed to be the most accurate for comparison with those they passed judgment on.

Using these data sources, Figure 2 exhibits those who judged each course as best or worst as a percentage of the total who said they took the course.

The most popular courses were Master Tutor Training, Moviemaking in the Classroom, Planning for Change, and Micro-Teaching. Job Counseling and Indian Language and Culture were also given a high percentage of "best" ratings. The only qualifications of this ranking have to do with the Master Tutor Training Course. Because this course was primarily for Instructional Aides, the ones who had the most trouble with the matrix, it is suspected (and was observed) that more than 64 people were enrolled in this course. It may therefore have a lower, but still high, percentage of "best" responses than the results indicate. A further complicating factor is suggested by one of the Social Science Seminar's research findings. In interviewing 72 participants, the researchers found that their sample was "unanimous for [it] for the week Mel Howard taught it, totally against thereafter." Given the results of the final questionnaire, this seems extreme, but Dr. Howard's leadership must certainly be counted as responsible for its success.

Because of the negative connotations of the word "worst", 106 fewer people responded to choosing what they perceived to be a bad course and the comparative percentages were nowhere high enough to suggest that any course was clearly a failure. While the criteria were not stipulated, probably the least successful courses from the participants' point of view were those that provoked very few positive responses and the highest numbers of negative ones. These were, in order of significance, the Role Reversal exercise, the School Planning Exercise, Group Dynamics, and the Other Culture Course. It should be noted that the first three of these were one-time courses (at least for those who wished it that way), and, as such, participants were less apt to feel that these activities had contributed very much to the overall effectiveness of the workshop.

The Indian Language and Culture course, true to the controversy it provoked, had mixed results. Although this was one of 5 courses that everyone was required to register for, more people said they took this course than any other. Also, there were fairly large groups who said it was the best course (75) and the worst (35). Micro-Teaching produced a similar, but less polarized, response; 58 said it was the best while 18 said it was the worst. Another questionnaire administered by the Micro-Teaching supervisors indicated that those most unhappy about micro-teaching

THE BEST AND WORST COURSES

	Total No. Indicating Course Taken	The BEST Course		The WORST Course	
		No.	%	No.	%
Group Dynamics	254	16	6%	35	14%
School Planning Exercise	201	4	2%	18	9%
Indian Language & Culture	297	75	25%	35	12%
The Other Culture Course	247	12	5%	27	11%
Micro-Teaching	140	58	41%	18	13%
Movie-Making in the Classroom	53	25	47%	1	2%
Simulation Gaming in the Classroom	111	14	13%	3	3%
Job Counseling	72	20	28%	5	7%
Language	87	16	18%	11	13%
Social Studies Seminar	54	9	17%	8	15%
Role Reversal	161	2	1%	29	18%
Teaching Teachers to Teach Students to Teach	33	5	15%	4	12%
Master-Tutor Training	64	31	48%	6	9%
Planning for Change	63	27	43%	8	13%
Totals		314		208	

FIGURE 2

were those who participated in only one or two teaching sessions. They probably comprise almost all of those who thought micro-teaching was the worst course.

When asked if they would recommend a friend's going to a similar workshop in 1970, only 11.4% said they would not recommend it; 29.1% would give a strong recommendation, 26.7% would give a qualified one, and 33.7% would recommend it depending on who the friend was. Similarly, while only 7.6% felt no one from their school would profit from such a workshop and 24.4% felt almost everyone would, the remaining 68% had reservations about who should go.

This high concern for recommending the workshop to specific people was attributed to the controversial nature of much of the workshop and had been expected. A number of criteria--race, age, position and sex--were asked about as deciding factors in selection. Although the majority did not see these criteria as important, there is a slight indication that the participants feel the workshop was aimed primarily at whites and a stronger one that it was especially relevant for teachers. Both of these opinions are accurate and reflect the designers' unpreparedness for providing highly appropriate training for everyone who attended. The instrument might have identified some other important but less tangible student-perceived variables if they had been included in the questionnaire.

What did the participants get out of the workshop, given their generally favorable reactions to most of what happened? When asked about changes in their attitudes, 68.9% said their enthusiasm had increased and 47.5% felt more optimistic about Indian education and their role in it. In their evaluation of what they got from the content of the workshop in the way of skills, there were also positive statements. With all but two exceptions, participants said they obtained increased understanding and new skills from the workshop (see Appendix G.2, questions 17 to 29).

On the first statement that respondents were asked to comment on, 18.6% strongly agreed and 36.4% agreed that "the workshop did not encourage finding solutions to problems but merely talked about them." However, reactions to the rest of the questions belie this rather customary judgment of an in-service conference. Comparing this statement (with which 55% agreed) with statements about understanding, interpersonal relations and specific teaching skills, we find a rather significant overlap of opinion. 45.8% of all the participants said they never understood the Indian as well as they do now; 51.3% feel the principles emphasized at the workshop are applicable to their needs; 55.7% said they learned something; 57.6% think they understand teenagers better now: 45.9% got specific help with their problems; 74.2% will be able to use some of the methods taught at the workshop; 66.7% will be able to relate better to Indian students; and 53.8% will be able to relate better to fellow staff-members. When the cross-tabulations of this first question and the other statements were analyzed, it was found that roughly half of the people who agreed that the workshop was "merely talk" also included themselves in the groups that got a lot out of the activities in the workshop. One of the social science research teams concluded that "some people thought the workshop worse than expected, liked no courses, and yet had a whole list of ways they planned to use the experience." This suggests that either they are not fully aware or they do not want to admit that the process of the workshop, the talk, the conflicts, and the young staff had much effect on them when it actually did.

Part III: Non-curricular Arrangements

In Part III of the questionnaire the two major procedural failings of the workshop were identified. As expected only 3.9% stated that registration "was handled as efficiently as possible." The rest felt it could have been improved (43.2%) or that it was inefficient(48.5%). While 74.2% agreed that a BIA boarding school was a good place to hold the workshop, 48.5% felt the housing arrangements were in need of improvement. This acceptance of a BIA school while criticizing the Stewart operation is best explained by the inadequate maintenance services provided in the dormitories, and, perhaps, by the insufficient instructions given by the Area offices to participants who were bringing their families. As one participant who thoroughly enjoyed the workshop put it, "the living conditions at

Stewart were unspeakably bad." She went on to list leaky toilets, insufficient soap, toilet paper and towels, inadequate cleaning, the lack of pillows for the first week, and inappropriate meal times as the major sources of her concern. An extreme example of area office failure was the family of four from Alaska that arrived at Stewart, bags in hand, with their only knowledge of the workshop being from a radio call the week before telling them to get to Nevada on June 8. This occurred despite brochures and letters that had been sent out via the area office by Abt Associates well in advance.

Negative reactions to the food, social and recreational opportunities and supplying of personal needs were not nearly as strong. In fact, 28.7% said the food was better than expected, while only 9.8% said it was worse, and 29.1% thought the social and recreational opportunities were better than expected while 14% thought they were worse. Only the satisfaction of personal needs had a significant number (33.6%) who thought improvement was needed. This probably resulted from the facts that: the two public phones on campus were out of order for most of the workshop; the school bus was not used often enough to take participants to town; and there was no check cashing facility. Still, 30.2% thought the handling of personal needs was good and 30.2% thought it was satisfactory.

In conclusion, a question was asked about the areas that could make the biggest non-curricular improvements. Registration was the most obvious choice (73.5% of all participants checked it) with quality of housing (33.4%) eliciting the only other response that was more than 15%. It thus seems that, except for registration, the non-curricular aspects of the workshop were handled adequately. Still, many small mistakes that would have made life easier for the participants could and should be dealt with in planning future workshops.

Cross-tabulations of Responses

After the workshop, each participant's workshop evaluation form was coded on cards and a cross-tabulation of all responses was run on a computer. The results exhibit a number of conclusions that were not directly apparent from the summary of the questionnaire answers.

First, relationships between race and position and numerous questions that measured the success of the workshop demonstrated very clearly that the Indian Instructional Aides had less enthusiastic responses to the workshop than other participants. Relationships in the expected negative direction existed at the p = .05 and p = .01 levels using the Pearson chi-square test for the following pairs of variables:

Race (I. 3) vs.	What recommendation would you give? (II. 13)
Race (I. 3) vs.	Has your optimism about Indian education increased? (II. 16)
Race (I. 3) vs.	"The workshop did not encourage finding solutions... but merely talked..." (II. 17)
Race (I. 3) vs.	"The principles emphasized... are not applicable..." (II. 19)
Position (I. 5. b) vs.	(II. 19)
Education (I. 6) vs.	(II. 19)

It is clear that whites would recommend the workshop more strongly than Indians, that their optimism had increased more, and that the principles emphasized at the workshop were more applicable to their needs. The fact that, of the 99 who agreed with this negative comment, 87 were instructional aides and 43 were without college degrees gives added weight to this finding. It would seem that the extraordinarily high disaffection of the aides with the principles results from the failure to provide courses they wanted, and from the perceived irrelevance of cross-cultural training for Indian education for Indian staff.

Analysis of the cross-tabulations also revealed that between 20 and 30 participants did not like either the content or the physical arrangements of the Workshop. While it is not clear whether the actual material in the Workshop or the uncomfortable accommodations and administration caused a negative attitude toward one to carry over into the other, these participants took the evaluation instrument as an opportunity to express their unhappiness about the Workshop. Besides observations of the questionnaires concerned, examples of this carryover effect abound in the data. Those who found the workshop less interesting, useful and relevant than others they have been to also tended to dislike Carson City and a BIA school as workshop sites. Those who strongly disagreed about understanding Indians better were also among those most negative about registration, housing, and social and recreational opportunities; and those who would not recommend the workshop, or would qualify their recommendation, included a disproportionate number of people who did not like Carson City, a BIA school, the curriculum, or the principles emphasized at the Workshop. All of these relationships are based on a 95% level of confidence using Pearson chi-square that the variables are related. The fact that no similar confidence levels exist for the relationshiops between the participants' characteristics and these variables indicates that this group of dissidents came from all sections of the Workshop population.

A number of other specific correlations also demonstrate some interesting conclusions about what happened to the people at Stewart. These are summarized below; the numbers in parentheses indicate the question numbers and, where appropriate, the significance levels of the correlations.

Of those who had been to workshops before, 36.4% thought this one was less useful. However, 63.6% of the participants who had been at their present job from 4 to 7 years thought it was less useful while all other groups showed much lower percentages who were dissatisfied. Those who had been on the same job over 10 years tended to give Stewart an equal utility rating. These correlations may mean that those who have been in the same job for a medium amount of time feel most threatened by approaches different than those they have adopted. Newer people are more susceptible to change (see below) while older ones tend not to be very moved or threatened by what they perceive to be more of the same. (I. 8: II. 1a. 2)

Consistent with this finding is the tendency for those who are newer at their schools to have fewer reservations about recommending the workshop than those who have been at the same post for a long time (I. 10:II. 13) ($p = .05$). Similarly, although about 79% of all the participants thought the Indian student-staff were "most effective," closer to 90% of those who had not attended a workshop before thought so. Ninety percent of the new people thought they were the most effective way to learn about Indian and teenage culture; 87% thought they were the best way to learn about student staff roles and relationships. (II. 1: II. 6 and 7). These correlations at least suggest what was observed at the workshop: the newer, younger people were more excited by the approach used than were those who had been in Indian education for some time. It should also be noted that many of the oldest participants were equally excited and, as the last paragraph suggests, less ready to judge the workshop as less successful than others.

One area where this conclusion is not as clear is among the administrators and their reactions to the statement "I never understood the Indian as well as I do now." While all other positions had a majority who agreed with this statement, the predominately older male administrators were evenly divided on whether to agree with this statement or not. Their present limited daily contact with students and community possibly made some of them feel that their understanding of Indians was not as great as it used to be. Whether or not the workshop affected this feeling is not clear (i. 5. b: II. 18) (p = .01).

Further correlations of the agree-disagree statements with other answers testify to the success of the workshop, even among those people who found fault with it. This conclusion is substantiated by the following results which, for accuracy, are stated in percentages but which are based on relationships at the p = .05 level.

1. 50% of those who said the teaching was less good than at other workshops disagreed with the statement that they did not learn very much at this workshop. (II. 1. a. 3:II. 35)

2. Participants who said the Stewart workshops were of equal interest with past ones agreed almost as regularly as the more interested participants with the statement "I understand teenagers better after this workshop.," (69.8% and 67.1%). Even 39.7% of those who said the workshop was less interesting agreed with this statement. (II. 1. a. 1:II. 21)

3. 52% of the people who found the workshop of less interest agreed they would be able to use some of the methods taught at the workshop. (II. 1. a. 1: II. 25)

4. 42.6% and 50.8% respectively of those people who thought using Indian students was not the most effective way to teach Indian and teenage culture and staff-student relationships agreed that they would "be able to relate better to Indian students as a result of the workshop." (II. 6 and 7: II. 26)

The implications of these findings support the already discussed tendency for some participants to judge the workshop, in general, harshly, while at the same time indicating that they got a lot out of it. While the reasons for this paradox are not clear, it is hypothesized from working with the participants that they are mainly two: First, there was a feeling of frustration at the total experience and, second, participants exhibited an inability or reluctance to admit that the affective and cognitive, the emotional and skills, benefits of the program are a result of the frustrating individual and group conflicts created by what was asked of each participant.

Conclusion:

These, then, are the results of a rather exhaustive analysis of the data. While many of the hypotheses about age, education, and length of BIA service were not borne out by the data, the results do indicate some very general conclusions that will help determine future in-service training. First, pre-workshop information for participants has limited impact at present in determining who attends or what is known when people arrive. Second, the non-curricular aspects of the workshop appear to be as important as the curricular aspects for many people. Third, the professional roles of individuals narrow their general interest in the education process more than was expected. Also, activities that do not run throughout the workshop are perceived as being of limited value; their cumulative effects are generally not perceived or knowingly capitalized on. And, finally, reactions to specific results of the workshop may contradict general feelings about its overall success. The next chapter will discuss these generalizations more fully and use them to provide recommendations for future in-service training programs for educators of Indian children.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The planning and implementation of the Stewart workshop was a complex process that defies easily generalized conclusions. However, a number of conclusions pertinent to the planning of future workshops are evident in both the experience of those who directed the workshop and in the data provided by the participants. The last chapter provided the most objective and relevant data on which to make recommendations, but a number of wider issues also became clear in the course of planning and implementing this three-week program.

The first of these issues has to do with the previously quoted statement that too much was tried for too many in too little time. It is the opinion of Abt Associates that the workshop tried to deal with too many diverse persons. The heterogeneity of the group was more problematic than the numbers. In planning to help persons from so many diverse professional roles, resources had to be spread much more thinly than was desirable. It is surmised that other workshops that try to effect both skills and attitudes for such a diverse group would necessarily be spread just as thinly. The preparation for diverse courses, the strong opinions of different professional groups, and the desire for equal treatment for all groups dilutes the impact of any one group. Most indicative of this generalization at Stewart was the experience of the Instructional Aides. In their planning Abt Associates and American University had expected mostly non-Indian teachers and administrators and that greatly affected what happened to this predominately Indian group.

First, the training needs of the aides were not clear, either to them or to most outsiders. They showed interest in the master-tutor training because it was the only course that was really for them. Indian-specific courses alienated many of them because they did not like young Indians telling them what they thought they already knew. Besides these reactions, many looked for forums from which to air their own professional problems, usuall in an anecdotal manner, or they sought refuge in silence in the face of their academic and organizational superiors, the teachers and administrators.

What is needed is an opportunity for them to find out what inter-personal skills are, and to define how they can be more effective with students by using these skills. The Group Dynamics sessions were supposed to introduce participants to just what the title implies, but the time-pressured, white-dominated groups were too threatening and most of the Instructional Aides remained very quiet. This suggests the need for a workshop for Indian para-professionals that would give them an opportunity to look at inter-personal relations, their central concern on the job, in a more comfortable Indian context and at their own pace.

Other considerations point to the same conclusion. Most obvious is the lower income level of the aides. According to the workshop evaluation results, significantly more instructional aides would have liked better social and recreational opportunities (V. 1. b vs. III. 4). The workshop left persons to their own devices a good deal of the time and those with the least money found the least to do. They were also the ones who stayed in the generally uncomfortable dormitories even though they had had the most previous experience in them, and probably needed to live in a dorm less than the teachers and administrators. Meanwhile, many of the more affluent participants, particularly the administrators, made themselves comfortable in motels in Carson City.

In sum, the assumptions on which the workshop was based were not relevant enough to the needs of the dormitory aides for them to have a really successful experience. However, had the assumptions not been made, the achievements with the other participants would not have been possible. Therefore, there should be separate, differently planned workshops for Instructional Aides. They should be treated more professionally than usual; the cross-cultural emphasis must be replaced by a cross-generational one; and inter-personal skills should be dealt with differently, yet with greater emphasis. It is the opinion of the workshop staff that the mechanics of many job skills like those provided teachers are not a primary need of this group.

Having recommended a return to separate workshops, it seems appropriate to pause for a moment and look at the reasons for having a workshop. Too often the real reason is for "rest and relaxation," and for a boost in morale. The participants' penchant for sharing anecdotes and getting to "know each others' problems" in a convivial setting may have a therapeutic effect on the participants, but it does not necessarily improve their competence as educators. At a minimum, it gets them through another year. At best they meet a few persons who are convincing enough about what they have done so that the listener learns a new skill. This is hardly an efficient way to improve Indian education, but the sums of money spent on transportation indicate these considerations' importance in planning for inservice training. It is the feeling of many participants and most of the workshop staff that most educators of Indian children want real answers, not cosmetic ones, to the problems they face for nine months of the year. Those who do not primarily want added skills from an in-service training program should not be there anyway. They can relax just as well at home. It is therefore a recommendation of this report that in-service training in general should become more voluntary by advertising for and soliciting serious applications, and more business-like by being held nearer the participants' home areas with no families allowed. This locational consideration need not apply to the Instructional Aides who would probably benefit most from the reduced cultural isolation that a trip to the lower 48, the Southwest, or someplace else might provide, especially if it were to a city like New York or San Francisco.

The need for a meaningful selection process is dependent upon systematic announcements earlier in the school year. As many participants pointed out in their papers criticising the chaos of registration, they would have liked to have known a lot more about the workshop and to have registered for specific courses by mail well before it started. This could be done best if full information on the courses offered were provided in time for them to choose and be enrolled. However, as it now stands, program development and participant selection are done simultaneously. The result is ambiguity in anything that is said about a particular course during the selection process. The best compromise approach is undoubtedly a solicitation of applicants' preferences and the formulation of a schedule for each person that most nearly meets his felt needs. Still, greater lead time on the participants' end, after communication with the workshop director has been established, would give them a chance to have their questions answered and their obligations defined. While this would be an added burden for those preparing the program, it would prevent many misconceptions and free the staff from dealing with peripheral problems when the workshop is actually in progress. The key to this sort of planning is an early communications link between the workshop planners and each prospective participant.

These recommendations on pre-workshop organization are based on the staff's experience as well as on the comments of the participants. Other conclusions about what is needed for a successful workshop are based mainly on questionnaire data. Most important to the planners of a workshop is the not surprising finding that, for many persons, the non-curricular aspects of the workshop are as important as the curricular. This is a powerful tool in the hands of the planners. They can consciously, as was incorrectly suspected by many persons at this workshop, use non-curricular activities to provoke student involvement, or they can make the non-curricular aspects as unobtrusive as possible in hopes that the professional business at hand can be attacked as rapidly and thoroughly as possible. Either way, the success of the workshop depends on everything that happens during it. Workshop designers should take advantage of this knowledge,even if they use it to create stress situations.

The second and most important result, and certainly the most significant one for all training of educators, is the success with using students as teachers of their elders. Not only were they very warmly received and evaluated by the adults, but they achieved the desired results in terms of changes in the attitude of the participant population. It is hypothesized that these results would be even greater if the ratio of student-teachers to educators is increased and if the objectives of the program were to include concomitant changes in the students involved. This means that the ideal program may be an in-service training program for adults coupled with an Upward Bound program for youngsters.

In such a workshop communication would be enhanced by the opportunities provided to both sides to impart the knowledge in which each has a comparative advantage. With as near to a one-to-one relationship as could be provided, the barriers to communication created by group pressure would decline and the possibility for involvement on the personal level--a difficult task in the rush of the school year--would be greatly enhanced. The result would be added self-esteem and cross-cultural (as well as cross-generational) understanding on both sides. The Stewart workshop concentrated on this as a one-way process, but significant changes were observed in the individuals on the junior staff as well as in many of the participants.

Further possibilities for future training also exist in the workshop's active involvement of participants in doing the teaching, the research, and the projects offered in the program. The workshop designers were too optimistic in expecting persons to readily accept responsibility for what the workshop accomplished. Had they been involved in the planning process, they would have developed an identification with the program and a feeling of responsibility for its success. As it was, many became so absorbed in the projects offered in Film-Making, Social Science, Language Arts, Jobs Counseling, Games Design, and Planning for Change, that success was inevitable. Still, if a number of interested educators were identified early in the calendar year, they could help plan the workshops and would provide a focus of involvement for other participants during the summer program. This would appear to be the most reasonable means of telescoping the involvement process that is so necessary for flexible, responsible and rewarding participation and would undoubtedly provide planning insights that current non-BIA workshop staff overlook.

In general, participants in this workshop were most enthusiastic about the courses that dealt with specific skills. The success of film-making, master-tutor training, and micro-teaching attest to this trend. What is not so clear is what changes the less popular, attitude-oriented courses provoked. The last chapter described the attitudinal changes that were tested for and found. What is still not clear is how subtly these changes can be brought about. Must they result as a side effect of using students to teach material new to the participants, or can they be provoked in some sort of head-on confrontation? If anything, this workshop has shown that some mix of these two is desirable if attitudes are to be affected. What reduced the impact at Stewart was that the confrontation inadvertently occurred over tangential issues--dress, registration, and insufficient oral or written explanations of the workshop's objectives. The confrontation should have centered around the educator's role *vis-a-vis* the Indian student. The stage had been set by having the junior staff as teachers, but it did not become the main point of concern and discussion.

A number of conclusions about specific activities are also apparent. First, activities that meet once and have no follow-up are of limited value. The Crisis Simulation Exercise and the School Planning Game, if used again, should come at the beginning of the workshop for everyone and should lead into the definition of specific professional roles' problems, their origins and possible solutions to them. Second, micro-teaching is, as determined by those who took it, an invaluable source of improving teaching methods. This was particularly evident in the responses to it of those who actively participated in the 5-minute teaching sessions. It should thus be a goal of the Bureau that video-taping equipment and trained micro-teaching supervisors should become available at the area or agency levels. This is too valuable a tool to use only once a year for a short time on a few teachers. The workshop has shown that it helps teachers improve their classroom techniques and that they want it.

The need for increased skill in language arts and self-expression for all educators became apparent in the study groups and language arts seminars. The fact that many persons realize this need and responded so quickly to the journal and so enthusiastically to Hooked on Books indicates that in-service training, even with persons one already knows, should provide a forum for participants to express and organize their thoughts, both those they want to share and those they want to keep private.

The last group of conclusions have to do with evaluation procedures. The impressionistic manner in which much of the report has been written is the result of Abt Associates' feelings about the kind of evaluation that had to be used at the workshop. Given that attitudes and the effects of process are hard to measure, the limitation of an evaluation to the training period may obscure, inflate, or deflate whatever results do occur. The failure to secure data on and from participants in school before they come and after they return dampens much of the chance for objectivity about the real results of the workshop. At best, participants know what skills they have acquired during the program, but not many can say with certainty at the end of June how they will act differently with their students in September. In order to evaluate the success of a program with academic objectivity, the participants must be observed over time and their evaluations of the workshop solicited after they are back with Indian students.[18] While this approach allows for increased objectivity, the experience of the past summer suggests that the costs related to such an evaluation may make its implementation an inefficient means of improving Indian education. Rather, the Education Division would probably do better to increase its in-service training program by rapidly implementing popular and useful programs like micro-teaching and student-teaching staff, and by seeing that innovations like student film-making and student tutors become a reality in the schools.

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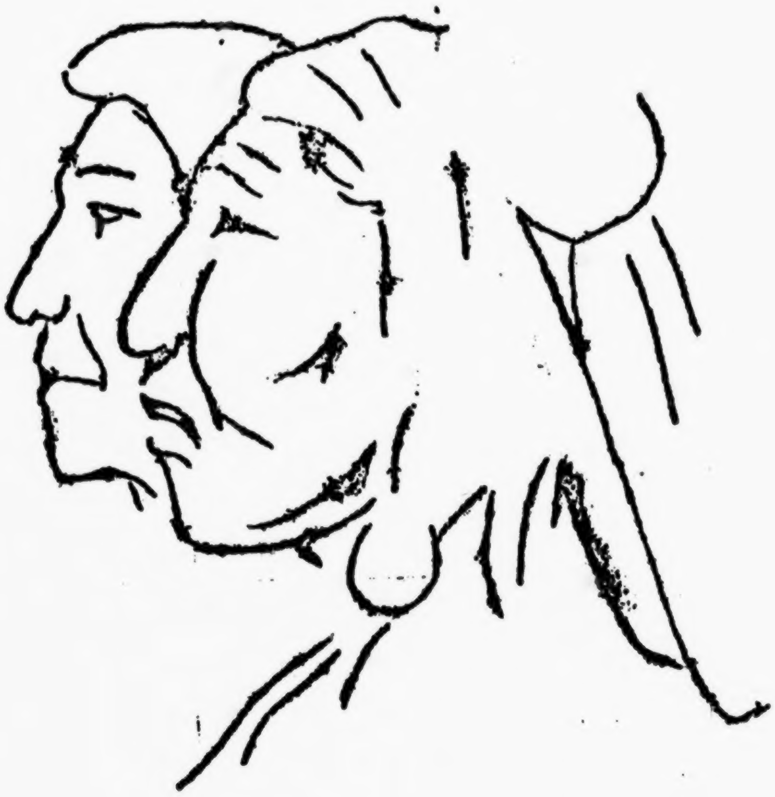
[18] See "An Evaluation Design for the Bureau of Indian Affairs Summer Workshops" submitted to the BIA by Abt Associates, Inc. in May, 1969.

In sum, the very diverse package of activities were offered at Stewart provided a myriad of insights into the training desires and needs of educatiors of Indian children, and into the feasibility and desirability of different trainig activities for different professional groups. Generally, the needs of the participants are defined by the role they play in the system. Their interest in the whole process of education is narrowed greatly by their concern for the functions they perform. Many participants' desires for in-service training rest on a sterotyped conception of the university setting or on a cynical acceptance of normally boring workshops as hidden vacations. The twelve-month Civil Service tour of duty adds to this latter conception of the purpose of a workshop. As far as activities go, the educators are, in many cases, willing to accept the new ideas. Those that will not are the ones who feel most threatened by change or who are already so cynical about in-service training that they should not be involved, given the financial constraints that limit the number who can participate.

While these recommendations are aimed at improving future in-service training workshops, they should not obscure the valuable learning experience that many participants felt they had. The dual nature of the program that combined process and attitudes with content and skills provided participants with a wide range of experiences. The comic aspects of registeration; the thrill of creating films, games, and intelligent written ideas; the self-revelations of seeing oneself on television; the need to express dissatisfaction in an organized meeting; the discomfort and feeling of accomplishment of learning a language from a teenage student; and the comeraderie of students complaining about their food and rooms. All these happenings and others combined to make this workshop unique. For this reason, it is expected that potentially useful memories of these experiences will stay with many of the persons who were there. Whether they feel, like the minority, negatively, or, like the majority, positively, about their three weeks in Nevada, if they remember it as unique there is a good chance they will put this experience to use when confronted by their students. Comments to the staff and reflections in the journals and the papers written for credit demonstrate that this use will certainly occur in a large number of cases.

APPENDIX A

Course Outline: Workshop in Cross-Cultural Education



COURSE OUTLINE

WORKSHOP

IN

CROSS-CULTURAL EDUCATION

June 8-27, 1969

Stewart Indian School
Stewart, Nevada

Presented by

American University
and
Abt Associates Inc.

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1969

INTRODUCTION

This small booklet outlines the courses being offered at the Workshop. It is hoped that all participants will find the offerings varied enough to encompass many of their educational concerns. The course mixture attempts to provide an opportunity for participants to both develop new skills and to gain a greater understanding about the students they work with.

At the end of each course description are the time requirements for the course and the number of sections available for participants to enroll in. This should help in deciding on your schedule. The last two courses are unique and do not include this information.

All participants are required to take courses No. 1-5. Course No. 6 is mandatory for all teachers and principal teachers; No. 9 for all heads of schools; and No 10 for all guidance counselors.

INDIAN LANGUAGE AND CULTURE

This component will be divided into two parts: language learning and cultural exploration. Both of these activities are designed to thoughtfully examine a wide range of information on the culture and environment of your students. There are two skills which this component will emphasize: careful listening to verbal information and observation of non-verbal cues which accompany language; and second, obtaining information from others about themselves using questioning techniques.

Language Learning

The first part of this component is devoted to the experience of learning one or more Indian languages. Specific parts of these languages have been arranged and will be presented to you using the "audio-lingual" or "direct" method. They keys to this method are intensity and complete use of the target language by the instructor and his students. English will not be used by the Indian students who will be your instructors. There will be opportunities to talk with them about this program, but not in the language classes.

Cumulative experience with foreign language learning underlines the emotional elements involved. This will most certainly be true in the program developed for you. The experience of learning an Indian language will not be easy, but it will be profitable.

There are five ground rules in the language class. These ground rules are designed to make the instructor's job easier and the learning situation more productive.

1. Do not use English in the classes.
2. Do not ask questions in class.
3. Answer questions only when the instructor calls on you.
4. Do not write in class, focus your attention on listening to and observing the instructor.
5. Do not smoke, eat, or chew gum.

There will be six hours of Indian language work for each participant. Each class hour will be divided into three parts. One half of the class will be students for the first 20 minutes of the hour; the second half of the class will observe the lesson. After a short (five minute) break, the groups will change places for the next 20 minutes. At the end of each class hour, 10 to 15 minutes can be used to discuss each lesson in English. The staff instructor will be present at some of these discussions. A cue sheet will be provided to help focus the discussion on topics relevant to each lesson.

As observers, participants should take notes on the lesson and examine the reaction of those learning the language. There are several characteristics common to all language learning; during the 20 minutes that you observe a lesson, we should like you to focus on those characteristics and problems associated with language learning. It is possible that you will be learning a language different from the one spoken at your school. Althoug you may be learning a language not used at your school, the experience of learning, using this method, will be relevant to all circumstances. If you do speak one of the Indian languages being taught, we ask that you learn another language.

Participants are reminded that all language classes will be conducted entirely in the Indian language. The staff instructors will use only their language in class. Your cooperation with them will make the program more profitable.

Indian Culture

The second six hours of the program will be conducted largely in English~~, although~~ Indian languages will be used in various exercises. Each of the six hours will be divided in half. Two staff members will work with one group for 30 minutes. The staff members will be in one room and participant groups will move to different rooms once each period. Room assignments will be found on your schedule for the second week.

The staff has prepared a series of descriptions, discussions, stories and games which provide an overview of Indian culture. Cue sheets will be provided for each presentation. There will be an opportunity for discussion with the staff after each presentation.

Time: 12 one-hour sessions

Sections: 20

THE OTHER CULTURE COURSE (T.O.C.C.)

The objective of this course is to introduce participants to student ideas about what to teach and how to teach it. The course will cover such things as Red Power, Indian Student Psychology, and Old and New Concepts of Poetry. The entire course was designed by Indian students and will be taught by them. The student teachers will employ techniques they would like their own teachers to use.

Indian Psychology class will allow teachers to play the roles of Indian students in typical problem situations. In the poetry class, participants will compare old forms of poetry with present day forms such as the words of soul and rock music.

Some other instructional techniques that will be used will be small group discussion, team competition, and student-teacher evaluation.

Time: 6 one-hour sessions

Sections: 20

GROUP DYNAMICS

One afternoon session of two hours is required of all participants during the first week. Optional opportunity for in-depth group experience the second and third weeks with schedule to be arranged with participants and group leader.

Purpose

Our attitudes and feelings are expressed in our behavior. While most of us are aware of our major behavior patterns, often we don't recognize clearly how they affect other people. It is particularly important for teachers, administrators, and pupil personnel to have an opportunity to increase their interpersonal effectiveness. This course provides an opportunity to examine the ways in which we perceive and interact with each other in groups.

Procedure

During the first week you will be assigned to a group meeting which will have ten participants and one staff member. An initial exploration of the dynamics of interaction will be made with emphasis on staff to staff, staff to student, and espeically teacher to student relationships. For those of you who wish to carry this kind of exploration further, there will be opportunities for intensive group sessions during the second and third weeks of the workshop.

Time: 1 two-hour session the first week

Sections: 40

CRISES SIMULATION

A game situation involving 30 players will provide opportunities for all participants to develop empathy for others' view points. Each player will receive a role profile different than his usual one. Teams of simulated administrators, teachers, guidance counselors, instructional aides, and students will then be asked to respond to typical crises that might be injected into the school system. A follow-up discussion to the exercise will explore the motivations of the players and the causes of the results of the game.

Time: 1 two-hour session

Sections: 13

SCHOOL PLANNING GAME

In the attempt to discuss and clarify differing attitudes towards Indian education in an interesting setting, a simulated school planning session will be conducted for groups of about 30 participants. Homogenous teams of teachers, administrators, Indians and students will each choose objectives for Indian education and then plan the program for a fictitious school that will best achieve the objectives they have given highest priority to. Teams will be graded by their opponents on how well the program they planned achieves the objectives selected. A discussion of the different roles' choices will conclude the exercise, hopefully providing the participants with further insights into the feelings of players from other roles and teams.

Time: 1 three-hour session during course of Workshop

Sections: 13

MICRO-TEACHING

Micro-teaching is scaled-down teaching. It is a tool for teachers to use in trying out different approaches of presenting material. This is often difficult to do in the regular classroom situation.

In the micro-teaching lab, the number of students is reduced to four and the length of the lesson to five minutes. In this brief lesson, the teacher will choose one or two skills or techniques to practice. His teaching will be video-taped so that he can see the results immediately after the lesson. After the first attempt, the teacher will decide upon changes to be made and then re-teach the same lesson the next day to a different group of four students.

Each teacher will have one practice session and four teaching sessions in the lab. Teachers will have an opportunity to discuss the lab in small groups on the first day of the workshop. In these groups the two planned skill areas of communication and increasing student participatinn will also be discussed. Separate orientations for each skill will be held before each teaching session.

Time: 5 chances to teach, 3 group meetings

Sections: 8

LANGUAGE ARTS SEMINAR

The modular hour each morning will be conducted by the participants in this seminar. Their daily meeting as a group will allow them time to discuss among themselves and with the staff about the techniques, reactions, and problems of language arts teaching. The aim of these meetings will be to help language arts teachers improve their skill in developing teaching techniques relevant to examined goals and to their students.

The morning sessions conducted by the language arts teachers will focus in fostering improvement in speaking and writing in the classroom. This will be done by actually asking the other workshop participants and staff to write (by keeping a journal), speak, and read. The afternoon sessions will deal with the overall problem of how to teach language arts effectively, using the morning sessions as the frame of reference and their real classes as the ultimate criteria of effectiveness. Form this dual role on the part of the participants, it is expected that a wide range of new techniques will be developed and that a methodology for maintaining oneself as a self-perpetuating source of new teaching techniques will evolve.

Time: 45 minutes per day teaching
1 hour per day as a group

Sections: 4

8

SOCIAL SCIENCE SEMINAR

This seminar will deal with the surrounding social environment as a laboratory in which social science concepts can be taught and applied. The participants will study the Workshop environment using social science methods, thereby developing the skills and methodology for using this technique in their own schools.

Participants will identify problems under four subject headings, history, economics, political science and sociology. They will then choose and apply specific data-gathering and data-analysis techniques from a range of such techniques. The results of these research projects will be presented to the group and plans for implementation of such a program at home will be developed. The level of sophistication of the techniques offered will be broad enough to allow for application in most grades of the school.

Time: 13 one-hour sessions

Sections: 2

PLANNING FOR CHANGE

Purpose

Educational systems at all levels are experiencing heavy pressures to change. Traditionally, school administrators have been managers of relatively static organizational systems. Within the last ten years there has been a rapid increase in the need for administrators to manage the processes of change, to be in fact "change engineers."

This course is designed to increase understanding of the nature of educational systems, the change forces at work on those systems, and the potential role of the administrator as a planner for meaningful and rational change.

Assumptions

Historically, change in schools has been: drifting, sporadic, the result of external pressures, expedient, in bits and pieces, too little too late , superficial, related to narrow self-interest. When a systematic process for managing complexity and developing open communication is adopted and adapted to particular school situations, each element in a school community can creatively engage in solving real common problems. Schools can change through planning which is: democratic, rational, responsive to individual needs, in tune with larger patterns of change, continuous, an expression of conviction, internally generated, timely, designed to do the educational job better, and basic to educational functions.

Procedure

There will be selected readings from the two volume COPED (Cooperative Project for Educational Development) study "Concepts for Social Change," and "Change in School Systems," published by N.T.L. In addition, a draft "Planbook for Self-Renewal" developed for the Bureau of Indian Affairs by Abt Associates Inc. will be thoroughly reviewed, critiqued, improved and revised for possible use by interested participants during the coming school year.

Time: 6 two-hour meetings

Sections: 2

JOB COUNSELING

The central figure in job counseling is the student. Therefore, this unit on job counseling focuses on a student-centered activity method of job counseling. Youths seeking employment after high school will be the concern of this course.

The unit consists of six laboratory sessions conducted in much the same manner as an actual job counseling activity might operate. Emphasis will be on small group problem-solving, on environmental-based occupational information, on student-perceived occupational personal adjustment problems, and on client personal occupational involvement with potential employers. The role of the counselor as a guide and resource person will be stressed. Each participant in this course will be required to engage in and complete an activity type project.

Time: 6 one-hour meetings and 1 field trip

Sections: 2

11

MASTER TUTOR TRAINING

Under the direction of a qualified professor, three existing Indian master tutors from the Blackfoot reservation in Montana will train Indian, non-teaching school staff members to be master tutors in their own schools and communities. The participants in this course will be taught how to train students and community people to be tuturs, either in school academic subjects or adult basic education programs. Experienced teachers, administrators and education specialists from the same schools and areas as the para-professionals will also be encouraged to participate so that they can provide back-up support in the implementation of local tutoring programs in the fall. The participants will be introduced to both methods and materials to be used in a tutoring program.

Time: 3 hours per day in Week 1
2 hours per day thereafter

Sections: 3

SIMULATION GAMING IN THE CLASSROOM

Participants will learn how to design and apply educational games in the classroom. Each member of the course will be supplied with a games kit that will be used as a basis for instruction in game theory and game development. The learner will take a kit back to his school for use in his own classes. The teachers and others in this course will also actually design and play their own educational games under the direction of experienced games designers with the view to implementing them in their schools. These activities are designed to develop an interest in educational games and to provide the skills for designing them in particular school settings.

Time: 3 two-hour sessions and 3 one-hour sessions

Sections 4

13

MOVIE-MAKING IN THE CLASSROOM

Teachers and other interested participants will meet in groups of twenty, six times during the workshop to learn the elements of film-making. They will be taught how to use a super-8 camera and how to edit film. There will be exercises in animation, documentaries, group narrative films and editing. Supplementary evening sessions may be used to screen professional or semi-professional films appropriate to the context of film-making in the classroom and the films the participants themselves are making.

Time: 3 two-hour sessions and
3 three-hour sessions

Sections: 4

TEACHING TEACHERS TO TEACH STUDENTS TO TEACH STUDENTS

The course will consist of three successive phases: (1) instruction in the need for and advantages of students teaching students; (2) methods of teaching students to teach and monitoring and controlling their performance; (3) operational practice with people at the Workshop. Phases (1) and (2) will be taught to ten Workshop participants during the first week. The second week these ten instructors will each teach a small group of Indian students and other participants the principles and techniques learned in Week 1. During the final week all these trainees, including the Indian students, will teach the rest of the interested Workshop participants the methods for utilizing students as teachers, with the original class observing, evaluating, and correcting.

Time: 1 hour per day during the first week; arranged thereafter

Sections: 1 to start with

SCHOOL SIMULATION EXERCISES

In order to improve staff members' empathy for Indian students the whole Worksho will simulate a BIA borading school for one 24-hour period. This will begin on Wednesday evening, June 18, with lights out at the regular school time, and will continue through lights out the following day. Participants will play the role of students, while students will fill many staff positions. The simulated students will have work details, inspection, regular classes, recess, etc. After the day of regualr classes, an analysis will be made by the participants of their reactions to the simulation.

EXTRA-CURRICULAR ACTIVITIES

IN INDIAN ARTS AND CRAFTS

Courses in traditional techniques, drawing and ceramics will be offered and taught by Indian students, two of them from the Institute of American Indian Arts. The course in traditional techniques will cover hand weaving, beading, and loom work with Patty Harjo. Drawing with a traditional flavor will be with Roger Williams. The ceramics course, with emphasis on sculpture, will be taught by Pegie Deam.

These classes will meet at announced times during the afternoons and will be run on an individual project basis, rather thn as a set course. Those interested should watch for an announcement of exact times and meeting places.

APPENDIX B

Book List

BOOK LIST

Study Group Libraries

B. M. Axline, Dibs in Search of Self	Ballantine
Hal Borland, When the Legends Die	Bantom
R. E. Callahan, Education and the Cult of Efficiency	U. of Chicago Press
A. B. Clagg, The Excitement of Writing	Chatto, & Windus
E. H. Erikson, Childhood and Society	Norton
D. Fader & E. McNeil, Hooked on Books: Program and Proof	Berkley Pub. Co.
E. Friedenberg, Coming of Age in America	Vintage Random
______________, Dignity of Youth and Other Atavisms	Beacon Press
______________, Vanishing Adolescent	Dell
Eric Fromm, The Art of Loving	Bantam
Paul Goodman, Growing Up Absurd	Vintage Random
Joan Haggerty, Please May I Play God	Bobbs Merrill
Edward T. Hall, The Silent Language	Fawcet Premier Books
ed. Don Hawachek, Human Dynamics in Psychology and Education	Allyn & Bacon
Erving Hoffman, Interaction Ritual	Doubleday & Co.
David Holbrook, English for the Rejected	Cambridge U. Press
John Holt, How Children Fail	Dell
__________, How Children Learn	Pitman
B. Kauffman, Up the Down Staircase	Avon
A. R. King, The School at Mopass	Holt, Rinehart, Winston
Clyde Kluckhohn, Culture and Behavior	
Herbert Kohl, Teaching the Unteachable	New York Review of Books

Herbert Kohl, 36 Children	NAL Signet
Kroeber, Ishi of Two Worlds	U. of Cal. Press
Oliver La Farge, Laughing Boy	Houghton Mifflin
Margaret Langdon, Let the Children Write	Longmans, Green & Co.
Oscar Lewis, Children of Sanchez	Vintage Random
Ted Richard Lewis, Miracles	Simon & Shuster
R. F. Mager, Preparing Instructional Objectives	Fearon Pub., Palo Alto, Cal.
Sybil Marshall, An Experiment in Education	Cambridge U. Press
Rollo May, Man's Search for Himself	NAL Signet
Martin Mayer, Social Studies in the Schools	Harper Colophon
E. B. Mitchell, Miracle Hill	U. of Oklahoma Press
James Moffett, Student-Centered Language Arts Curriculum	Houghton Mifflin
Don Murray, A Writer Teaches Writing	Houghton Mifflin
A. S. Neill, Summerhill	Hart
Jack Newfield, A Prophetic Minority	NAL Signet
Thomas J. Pepe, Free and Inexpensive Educational Aids	Dover
Richter, The Light in the Forest	Bantam
Rosenthal & Jacobsen, Pygmalion in the Classroom	Holt, Rinehart & Winston
T. I. Rubin, Jordi/Lisa and David	Ballantine
Sandoz, Crazy Horse	U. of Nebraska Press
Stan Steiner, The New Indians	
Sylvia Ashton Warner, Teacher	Bantam
Frank Waters, The Man Who Killed the Deer	Sage/Swallow

APPENDIX C

Social Science Seminar Research Findings

HISTORY OF THE BIA WORKSHOP HELD AT STEWART INDIAN SCHOOL JUNE 1969

Lee Wilhelm, [redacted], and Harvey Tanner

Areas of study included:

I. Early planning

II. Staffing

III. Registration

IV. Early phase

V. Main part

VI. Wind-up

Methods used to gather information:

I. Interviewing

II. Observation

III. Listening to small groups

IV. Meetings held

The early phase and planning stage information was gotten from the clerks in the Workshop office, Ward Heneveld, Dick Ruopp, and Dan Honahni. These above mentioned men arepresent Abt Associates and NECESSITIES Staff.

The idea for the Workshop was initiated early in 1968 by people of the B.I.A. staff, Mr Zeller's office, as a result of the study done by Abt Associates of Puearo schools. This survey indicated that certain aspects of education were in need of greater stress in these schools.

In December of 1968 Abt Associates were involved in this project by the B.I.A. Several planning meetings were held during the winter and in March 1969 a contract was initiated with Abt Associated and the B.I.A. to begin formulating definate plans for the workshop.

Dan Honahni and Ward Heneveld were appointed as Dupty Manger and Manger of the workshop. Classes were arranged based on the needs as found by the survey mad by Abt Associates. Mr. Zeller's office worked with them and made suggestions concerning the cirriculum and approaved the classes selected.

One of the main abjectives they hoped to build into the cirriculum was to help teacher and other participants to gain an awarness of what students go throught in a school as it is not being operated. Another main objective was to bring to the workers attention that there are newer methods of teaching and that students are changing and workerswith Indian studetns must learn to change with them and the times. A workshop, then, would provide a time for teachers and other workers to look and new ideas and try some of them. Another objective was to challenge pre-supposted ideas about Indian Education, some of the workers seemed to have the idea that Indians were slow learners and nothing can be done about it. It was also hoped that new ways of communicating with Students and each other could be worker out. Participants could become active agents in their own education to change.

Several proposed sites were invistigated before Stewart Indian School was selected. Number one criteria was, is the school interested in the workshop being held at their place? Second, was there a place that would provide room for the classes? Was there good connections with air lines and highways? Was there sufficent entertainmnet oppertunities for the participants? Was the climate satisfactory for a summer workshop? Pheonix Indian School was located in an area with a very hot summer climate. Brigham City, Intermountain, did not have the new facilities ready nor did it have good connections with air lines. Stewart seemed to have most of the things needed including a pleasant summer climate, this last mentioned item was a disapointment to those making plans and to the participants.

Selecting the participants was handled through the B.I.A. Each area was assigned a suggested number of teachers, administrators, and Indian leaders. Participants were given a choice as to weather they wanted to come or not. Word was not sent to the Indian leaders in time for many of them to come so few have particapated.

OBSERVATIONS AND LISTENING

There were several impromtu meetings held. One on Thursday 12th in the Auditonium. This one was composed of Indiam workers from the different areas. The main concern was about the position of the Indian in the B.I.A. orginaization, the lack of Indians in the higher positions of the Bureau. Several items concerning the workshop were raised at this time. One was about the qualifications of the staff that was teaching the courses. Many of the people present questioned the avaisability of using junior staff. They felt these young people were not ready to teach those that had had years of experiance in working in the schools. The dress and appearance of the adult staff was also questioned.

A contineum of this same group was carried over into a meeting on Friday morning the 13th. Leaders and staff members, adult as well as junior, were included in this meeting. The junior staff had a question concerning the amount of money being taken out of their salary for food and rooms while they were working, this was quickly settled when it was pointed out that correspondence had been sent to them concerning this and the amount had been specified. Compaints were directed toward the appearance and dress of the staff. Several of the older Indian workers refered to them as "hippies" because of the casual dress, beards and long hair cutts, and wearing of sandals.

A number of dormitory workers were included. It had not been the intent of the staff and leaders to include these people in the workshop. Classes that would help them had not been included in the agenda. The staff promised to organise some class for them. The classes on Indian Language and Culture were not accepted by the group, they felt they were irrelavent to the particapants and were not being conducted in the proper manner. The staff tried to explain the purpose of this course and how it would apply to the work with Indian students. The junior was discussed as to their qualifications, their methods of teaching and the whole general idea of using them . Some compained that these teachers had been disresdpectful and crude in their approach.

One Monday 16th a meeting was called by Tom Patterson at 1 pm. This was sort of to counteract the two previous meetings. There were about 200 people present. Junior staff members were incouraged to come, there were aoub 12 of them present. Mr. Patterson welcomed the group and set the theme. He pointed out that we are here to do a job, some people are assigned to one job some another. He felt most of the leaders were doing a good job. This was followed by applause.

There were 30 different people responding to questions and making comments. Seven were Indian personel, 15 women responded, 13 men, and two junior staff members.

By far the majority of responses were positive. I recorded 10 bursts of applause, all after spoitive statements concerning the workshop and the job being done by staff members, both adult and junior.

Two or three negative remarks were made a bout staff members. Mr. Patterson tried to provoke some to respomd about their gripes with little or no success.

Such remarks as "WE are learnigg to listen more and talk less","It takes time for us to become students", "Make your critisizim realistic and constructive", "There was no one there that were willing to critiseze the junior staff, it was expressed that the objection was toward the adult staff.

In listening to groups around the orimtory and dining room. I found a mixture of opinions, about equally divided between positive and negitive feelings. In general, those making remasks that they were dissatisfied were older workers in the B.I.A., people in the administrative area and those working in the dormitories. Those that were younger and really involved were favorably impressed. Many groups of re people so involved in classes that They had neither the time nor the inclination to talk about their fears or worries, they were just going on about their business.

At the evaluation meeting held in Auditorium on Tuesday evening the 1[illegible]th, the problem of "hippies" was again raised. Dick Roupp, on of the adult sta ff members, helped to give the group some understanding when he explained the reason he has grown a beard. He said first of all that even though some of the staff did wear different dress and hair style, they were far from being hippies". It seemed to helpmany of the people to realise that why a person does a thing is more important that what is accually done.

In order to meet the needs of the Dormitory workers that were sent to the workshop, the Staff organized a class that met at 1 pm each day. The cirrirulum was planned around what the participants wanted and needed in their particular work.

The writer attended two of these sessions, one on Monday the 23rd and one on the 24th. On Monday there were about 35 present. The theme was preception. Most of the ones present were dormitory workers but there were some administrators and classroom teachers . The leader was one of the regular staff that they called "Rob". He said he would take about five minutes to lay the ground work and then they would divide into two groups to discuss the lesson. After 35 minutes the writer had to leave for another appointment and he was still talking. This seemed to be quite a long introduction.

The session held on Tuesday 24th there were over 60 people present. They had hoped to have the Area Directors present to answer questions and explain certain policy but due to other commitments they were not able to attend. Everyone stayed and took part in the meeting. The theme was an extension of the preception idea of the day before. A rather lengthy explanation was again given by another staff member.Dr. Koval. The spoke of how we use verbal and non-verbal clues and language to commuicate. We should watch how we use these clues especially the non-verbal ones. Children are very preciptive and are not easily fooled by what we say. He pointed out we as adults must learn to listen and try to relate to the student even though he can not verbalise his thoughts very well. He further said that we must obtain information by asking questions that will help the student to more easily answer and relate to the adult.

The meeting then divided into three groups to discuss the two points that he had covered. One was the Sel fullfilling prophecy the other was how does non-verbal behavior affect wroking with students. A lively discussion followed in the groups that I was able to observe. They will try to have the Area Directors present on Wed. to answer questions.

Certain fears were expressed that the Area Directors would not meet with. Some members indicated that they had some very definate questions that they felt would be of great importance. When asked if they wanted to pose their questions to the group leader so he pass them on the Area Directors of to any one in particular, the answer was a resounding "no". They felt that if the questions were asked in advance that some how or other the Directors would be able to by-pass the real meaning of the question. It seemed that the meeting, if there was indeed a meeting held, would be very interesting and perhaps reqarding if some of the basic questions could be answered and some of the old fears put to rest.

As was to be expected, as the workshop progressed, most of the participants began to look forward to returning to their homes and families. This was due mostly to the natural desire to be with family and familiar surroundings. There was a definate drop in attendance at most of the classes, some were so poorly attended that they could not function in a normal way. It was noticable that people that took an active part in the workshop found release in writing the journal. It was interesting to watch how some really had to try very hard the first few days to make the required entries but later they were able to write more that was needed with apparent ease. The leader in our group tried to interest us in writing poetry and make personal ineresting observations rather than just recording facts.

A CONCLUSION

There are several areas concerning the workshop that still need to be recorded. One is about the staff. We as a committie didn't have the time to interview enough of them to find out how they feel about the work, why they were asked to join the workshop, or how their role as a staff member could be imporved. We didn't get anything about the wind-up, this will be going on after our work is completed. We found it very difficult to be a participant and an observer and fact finding person at the same time.

In using this in my own school situation I would hope to begin with the school itself and find out as much about its history as possible. We could then take a look at the community around us. This could lead to a study of the Navajo people as a whole, thier early history, their stories, and what is happening now. This last part would have to be done either in the summer or through correspondence during the school year.

I feel I have benefited from this experience personally in that it has helped me to see that such a project is possible and gives me a feeling of the way to go about organising it into a workable unit.

Appendix I

ISSUES OF THE WORKSHOP

There were several issues or problems connected with the workshop. One that came to the attention quickly was the regestration procedure. There was confusion on the part of the participant, many had not thought they would be given a choice of classes and were not ready for it. The istructions were not followed by the participants. Lines grew as those regestering became confused and had to re-do their schedules. Required courses began to fill and some had to take classes at different times than they had planned. Tempers became short and feelings were hurt, this didn't help to speed the process. After a few days most of the people looked back with feelings of amusment rather than anger at the things they had felt. More information before the workshop to the participants and the following of the directions by the participants would have made it better.

Feelings of Dormitory workers that there was nothing for them at the workshop. Classes were aimed toward teachers and administrators. This was true, dormitory workers had not been invited, some areas had mistakenly sent them. They were not willing to get into the swing of the classes and work for it, they wanted to be given special care. Special classes were set up for them meeting daily at 1 pm. This did not seem to satisfy all of them, they felt they were still not being noticed properly. The feeling among them is that they being discredited and that teachers and their supervisors are superior because they have more education and earn more money. They feel that the classes should have been started earlier. This was impossible as it takes time to organise it and implement it. People that work directly with the student should have the best training and the most pay but it has always been that the closer one works with students the lower the pay and the less training required.

Complaints were heard that the pay was not as much as it was at other workshops. This is in reference to the per diem paid to B.I.A. workers while away from their work station. It is ment to help to defray the expences and not as second salary. Conditions in the dormitories were less than desirable, the beds were not comfortable, the heat was too high or not enough. The facitities were the same as for students that are here for the school year, surely we can take it for three weeks. The telephones on campus were not in service all the time. Transportation into Carson City was non-existent, for those of us without cars it was an inconvience.

The grooming of the staff, especially the adult staff, was seriouly critisized. B.I.A. workers have for years been stressing the value of "proper" dress and grooming for educated people. Some calls of "hippies" were heard. Are we as part of the "organization" lower our standards to those of others or should we fight to maintain what we believe should be? There was a little give and take, some of the Staff did get hair cuts and every one began to relax and see the casual dress as such and not as so much a threat. As we worker with the staff we found they were well qualified and interested individuals.

Meeting held on the 25 of June at 4pm. Bureau assistant Directors and Instructional Aids. There were some 60 participants present and representitives from 8 Areas. The Instructional Aids had really been wanting this meeting, they had asked to see these directors and felt they had some real gripes to talk about. There had been some trouble making the schedule so the meeting could be held. The I. A.'s thought this was a stalling action and that the Area Directors did not want to meet. So when the meeting was held there was a good deal of interest.

Some of the fears and anguiesties of the group were fear of making trouble for themselves by apparent mistreatment of students. They would like to have a policy laid down for them as to how to handle students that have been drinking or sniffing glue. They seemed to feel that if there was something from the top that they could rely on it would give them more securiety.

In some schools there are not enough personel on duty on the weekends and after school hours to handle the problems, there shbuld be more available to give help. The real issue came to light in the latter part of the meeting when the problem of more pay for I.A.s was discussed. There is little hope for them to advance very far in their present position unless they train for another position and leave the I.A. job. It was suggested that a change in job discription be made where by an I.A. could be classified as a G.S. 7 and still work as an I.A. This would give them more to work for and still not take away the good I.A. from direct work with the student.

It was suggested at the beginning of the meeting that they break into smaller groups but this was quickly vetoed, the I.A.s seemed to feel this would be a way to separate and conquer, they felt more secure in numbers. A number of people did respond and ask questions. There was a general feeling that they had been heard and that there was hope for better things to come in future years.

As a follow-up of this meeting, a group of I.A.s met and formed a committee to draw up a list of recommendations to be used in planning at the meeting to be held at Sheridian, Wyoming in July of the Indian Planning group. This will then become part of their work and recommendations to go to Washington for consideration. In this way at least the workers can see that something is being done and they are having a part in the doing.

RESULTS OF OUR QUESTIONNAIRE

Mike Crowe
Milt Kelley
Joyce Gillespie

There were 65 Indian participants interviewed at this Workshop for school personnel involved with Indian children.

Of these, 26 or 40 percent had college degrees; while 39 or 60 percent did not have college degrees.

Thus, according to our sample, a majority of the Indian personnel of schools involved in Indian education do not have college degrees.

Of the Indians with college degrees, 73 percent worked directly with children, while 93 percent of the non-degreed Indians work directly with children. This shows that the Indian personnel who have the most contact with Indian children are those who lack higher education, and may indicate that higher education among Indians shifts them into jobs more administrative in nature leaving student contact to those with less formal education.

Another significant finding seems to be this:
25 percent of the interviewed degreed Indian participants are involved in educational employment outside of the BIA, while only 10 percent of the non-degreed Indians are involved in such employment.

This may indicate that the employment standards for BIA school personnel are not as stringent as those standards which exist outside of the BIA.

However, there are many modifying factors which may counter this indication.

A QUESTIONNAIRE FOR STAFF & PARTICIPANTS, WORKSHOP, JUNE, 1969

DIRECTIONS: please a nswer the questions below. Circle some items, fill in the blanks on others. Please leave the completed questionnaire on your dining table in the cafeteria. Thank you for your co-operation. Social Studies - C group

1. Participant or Staff (circle one) Jr. Staff

2. Indian or Non-Indian (circle one) Name of tribe if applicable ____________ ____.

3. N ame of employer, B. I. A., public school, other: ____________ Carlisle School ________.

4. College graduate [✓ yes] or no (circle one).

5. What degrees do you have? (circle them) A.B. B.S. M.S. [✓ M.A.] Phd. Other: ______________________________________.

6. Do you teach in your own environment; or were you transplanted (moved) to a new environment? (circle one) Own environment or New environment

7. Is the workshop voluntary or were you [✓ assigned] or detailed to it? (Circle one)

8. Please indicate your background environment. Were you raised in an:

[✓ urban setting] - - rural setting - - suburban setting - - other ________ ______________________________________ ______________________________________

9. [✓ Are you a teacher], guidance counselor, principal, educational specialist, ~~xxx~~ ~~others~~ (circle one) If other, write it here: Music Consultant ______________________

DORM LIFE

Mary MacNutt
Ken Schmidt
Harry Gus
Maedoris Deuetchlaw

The purpose of our research project was to discover the opinions of the participants on dorm life and to see if opinions had changed by being at the Workshop. Our assumption was that there would be divergent opinions about dorm life between different groups, such as age groups, occupational groups, etc.

We handed out our questionnaire to eight homerooms and supplemented the information we got there with informal interviews. The tally of responses and some examples of responses are on the attached sheets. The average age and average time in employment is also listed under question one.

Generally speaking, the survey showed that teachers saw more problems in dorm life than any other group. This may be because they have the least to do with dorm life than any other occupational group and therefore view it as outsiders. They were also the youngest group (ave. age 36) with the least average time in employment (7 1/2 years). The instructional aides and Indians in general saw the fewest problems in dorm life; they indicated that the dorms were find as they were. Instructional aides (95% Indian) had the next to the highest age average (31) and the longest time in employment (19 years). As the teachers have the least to do with dorm life, the instructional aides have the most to do. The fact that instructional aides and Indians in general were so pro-BIA dorms may be due to the fact that these are the people who grew up in the dorms, are now working in the dorms, and felt that the dorms, as they are, are a central part of their lives. In most of the questions, the majority of the administrators gave rather ambiguous answers, or no answer at all. This could be because they saw two sides to every problem or possibly because they did not wish to commit themselves. The answers that were given were somewhat split, although the majority were in favor of the dorm situation as it is.

This general pattern of responses confirmed most of the questions. In the last two questions concerning changes in opinions and in behavior, very few people in any group said they would change.

To sum up, we found that teachers were the only group who continually saw problems in dorm life. Administrator, guidance personnel, and the non-Indian group saw some problems but were generally on the pro-dorm side. Indians in general and instructional aides saw the fewest problems.

On the basis of these findings, we concluded that there is a great need of communication between dorm staff and teachers. By exchanging ideas, the two groups should be able to help each other develop new ways to help their students. Teachers should also be encouraged to go to the dorms in the evenings as each of staff was often said to be the greatest problem. I have suggested this to a few people, some have been enthusiastic, others, especially dorm personnel, have said that teachers and dorm personnel should be separated completely and not be concerned with each others' problems.

In reference to the dress question—strangely enough all interviewed said the dress did not offend them in any way. They noticed some were different but assumed this was a geographical difference. I heard that some staff members were called "hippies" because of beards and long hair. They certainly weren't what I call "hippies". These were clean and well mannered. It would have been interesting to bring in a real creepy, messy and dishevelled "hippy" for comparative purposes.

When I asked for opinions of working in one culture and living in another, results were twenty-one yeses to two nos. Of the two, one was white, the other Indian. The white man was an instructor in a public school with less than 5 percent Indian attendance. The Indian said no because he lives on a reservation and teaches in a BIA school.

Actually, nearly all of us in the Workshop work with one culture and live in another. I work in a predominantly Indian public school. I go to their weddings and social gatherings, go to their homes and they come to mine. We use instructional aides. I still have my private life in another culture.

A controversial question was authority vs. parental respect. It was pointed out to me that time and place were major factors in determining the issue. It was also pointed out that home conditions played a big role. The age of the student was a determining factor. Too, the type of schools and community must be considered.

The results of the tabulation will help me understand the problems that may be pulling our pupils allegiance.

Questions pertaining to the workshop were significant as to the type of Workshop that was held. Twenty said they preferred theelasticity of the session. One Indian man said he wanted more facts with the elasticity we've had. One older Anglo man who is an administrator from Alaska said he felt more secure in a factual situation. He was at loose ends with the elasticity program and did not like it. One person felt the flexible programming just scratched the surface and did not get to the meat of the problem. For me, the flexibility program was great. I chose my topic of interest I have better understanding of what to do. As yet, no idea of "how" has jelled.

In summarizing, these are my conclusions:

1. the Indian is aggressive
2. he is patient and proud
3. he must accept his place in another culture and still be happy in his
4. his heritage must not be destroyed
5. he must believe in himself and his surroundings
6. the community should provide better work opportunities

After this session and the 1969-70 school year, I'd like to attend another workshop in an Indian community and conduct as similar survey. The results would be interesting and beneficial.

Questionaire of dorm Life

We are interested in the effect of the workshop on your opinions concerning dorm life so would you please indicate wheather your answers to the questions are long standing opinions or ones formed during the workshop.

General Information

① Employer ____ ② Time in Employment ____
③ Position held ____ ④ age ____
⑤ Indian __ or non-indian __ ⑥ Have you ever attended boarding school? __ ⑦ Are you living in a dorm during the workshop? __

Questions

1. Does dorm life provide enough time for privacy and individual meditation?

[illegible]	admin	[illegible]	aid	non-I	I
yes-6 No 12	yes-5 NO-1	yes-7	yes-5	yes-14 NO-14	yes-12 NO-4
(av ag 36)	NA-3	NO-2	No-2	even split	↑
(7½ yr)	(12) ?-3	(av ag 51)	(45) (16)		
	(av ag 54)	(19 yr)			

2. Does dorm life provide a great enough number and variety of activities to incourage individual growth?

[illegible]	Admin	[illegible]	aid	Non-I	I
yes-7 No-11	yes-2	yes-9	yes-4	yes-15	yes-12
	No 2	No-2	no-2	No-13	No-4
	NA-3			even	
	?-2				

3. Does dorm life provide enough physical comforts? (pillows, type of ~~food~~ etc.)

	A				NON-I	I
yes-6	yes-8	?-2	yes-9	yes-3	yes 10 NO-14	yes-13 NO 4
No-12	No-1	NO-2	No-2	No-2	124	↑

4. Do you think dorm life incourages or discourages creativity?

T A IA G NI I

6 NO-4 NO-2 8 3 9 10

NO-8 0 2 13 -4

3 ? -4 ?-5

5 Do you think the amount of control in the dorms is sufficient or excessive?

8 NO-3 9 3 8 13

4 -3 NO-0 4 NO-1

ins-1 4, ins-2 in-1 in-4 in-1

ins-2

6. Does dorm life involve particular pressures that could be avoided?

11 4 7 2 6 4

8 5 6 4 9 9

?-1 ?-1 ?-4

7. Would you have (or did you) enjoyed living in a dorm while you were growing up?

T A IA G NI I

8 4 8 yes-4 11 15

6 NO-2 2 NO-0 7 2

NA-4

8. Do you feel that you have changed your opinions concerning dorm life or dorm students? In what way.

6 2 NO-4 NO-13 NO 8

-7 7 NO-6 yes-0 5 yes-4?

yes-0 ?-4

?-4

9. Will your behavior change towards dorm life or dorm students when you return? In what way.

T yes-4 A yes-0 IA NO-4 NI yes-5 NO-8

NO-8 NO-3 1 NO-8

MOTIVATION FOR LEARNING

Mrs. Rose Brien
Alan Crain
Grace Tafoya

Some idea of the motivational strength of the summer workshop classes at th Stewart Indian School is presented in Figure 1. The participants showed a high percentage of participation (91.9%), which indicates that interest is very high. Because interest is high, the participation in class is also reasonably high, although this is lower than the actual interest of participants (61%). The participation on the average is still more than half and we consider this to be somewhat satisfactory.

A most interesting result indicated that teachers on the average talked half of the time and students the other half. Contrary to what is usually implied--that teachers talk too much—our findings indicate the average in the Workshop is not as high as most people would have us believe (50%).

The classroom situation was almost entirely a relaxed situation (93%) and only 7% a set or rigid classroom condition. These findings would indicate that the relaxed situation promoted interest and excellent class participation. Each finding upholds the success of a classroom situation under more than one circumstance.

Instructors were equally divided on methods of teaching. The equality of the traditional and the innovative teaching indicates that there is more to teaching than just the method used.

The findings reveal that 100% of all the teachers were interested in their subject material. This would make us believe that the interest that the teacher has in a subject is passed on to the student who may or may not have been too interested at the onset of the class.

The data further reveals that planning was a high component in the success story of motivation. Eighty-two percent of the instructors seemed to be well-prepared. This means that planning is of most importance to any teacher for success in class participation, a relaxed class, and deep student interest.

A small percentage of rivalry (25%) in a classroom situation may also be responsible for some of the other factors dropping.

The teacher threat and student threat is almost identical. This makes us believe that any threat by either student or teacher lowers the interest and the success of the class in class participation and general value.

The conclusion we would draw from our findings is that there are several ar varied factors that influence motivation and procure a desirable classroom situation. It further seems thatthe classroom situation with reference to motivation is highly satisfactory at the Workshop. Furthermore, teachiing is not a one way street and the findings will uphold this general statement of facts.

With reference to the findings, improvements, various methods and techniques would seem to raise the motivation of students and teachers. A greater use of role playing, bargaining, games, group presentations and interaction, shock treatment, and micro teaching are methods that were observed in this workshop that seem to raise the level of motivation.

MOTIVATION

OBSERVATION METHOD

1. Are the participants interested

_______% _______% _______% _______% _______%

2. Are they participating?

_______% _______% _______% _______% _______%

3. Does the instructor do most of the talking?

_________Yes _________No

4. Is the classroom situation relaxing or rigid? (underline)

5. Is the teaching traditional or innovative? (underline)

How much_________%

6. Does the teacher seem interested in the subject and student?

_________Yes _________No

7. Does the teacher have a plan that he is following?

_________yes _________no

8. Is there obvious student rivalry in the classroom?

_________Yes _________No

9. Does the teacher feel threatened by the student?

_________Yes _________No

10. Do the students feel threatened by the teacher?

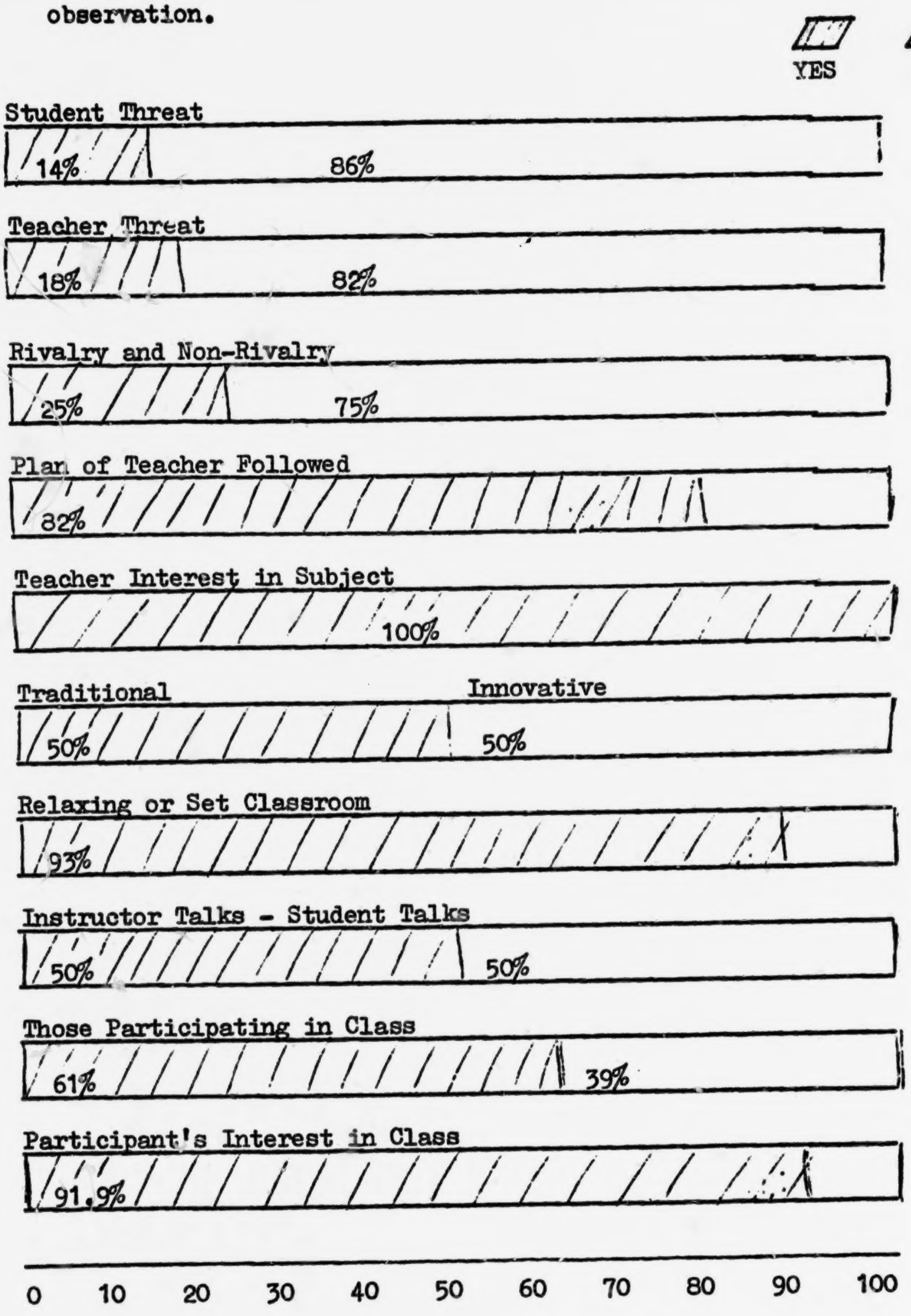
_________Yes _________No

11. List method or methods of creating interest.

WORKSHOP CLASSROOM MOTIVATION

Figure 1

A comparison of factors of motivation in the Workshop classrooms by means of observation.



DR. ABT

FEELINGS BETWEEN/AMONG DIFFERENT ETHNIC AND TRIBAL GROUPS
SOCIAL SCIENCE

MARLAND NORTON

I am concerned with the education of a mixed Anglo-Indian cultered situation on the San Carlos Indian Reservation in Ft. Thomas, Arizona. We have 40% Anglo students from the school area off the reservation, and we have 60% Indian from three areas of the Bylas part of the San Carlos Reservation. The Indian student does not want to participate in class because he feels their answers will be inferior to the anglo students and thus they would be ashamed or embarrassed. Each of the area groups have a feeling of guilt or some sort of rejection to each other if they attempt to answer questions in class. Especially among the lower economic and social groups. I can see that a combination of (1) low socioeconomic status (2) forced cultural change (3) mixed ethnic groups, will produce even more deviant behavior than that produced by one of these variables acting alone. Our school and my class room in particular in an agency of society through which the children in the above described conditions are forced funneled to achieve society's purpose for the schools; productive citizens in a pluralistic society.

My overall objective is to alter or change my method of teaching, in the particular situation such as I covered in my opening paragraph. That will turn out a happy and socially contributing human being. Hoping that I can realize these variables do exist and through the efforts of Dr. Abt, Myself and the rest of the group in the social science course at this workshop I can produce a student who feels that he is on top of his enviornment, is contributing to its development and has a joyful sense of achievement according to his ability. If possible I can meet his needs.

METHOD SOLVING

PROBLEM

1. Thinks others look at them differently
2. Dont want to stick head above crowd
3. Torn between two cultures
4. Conflict between values at home and school
5. Why succeed in school because there is always welfare; thinks white man is anti-indian, develops negative self image.
6. Sensitive to remarks of the other students
7. Lack of discipline by parents; lack of understanding from teachers; porr example by adults.
8. Experience level lower than white.
9. Failure of schools to each indian culture habits, etc; Imposition of anglo culton them.
10. Poverty, family situations
11. Unconscious (or conscious) rejections of students by the teachers because of low grades.
12. Becomes indefferent to education; it becomes a forced need, not a felt need.

METHODS OF SOLUTION

Interviews - Formal and informal with various segments of the workshop Administrators, Teachers, Guidance and Jr. and Sr. Staff members.
Questionaries - 12 questions about their feelings of reservation life, personal experience and work here at the workshop.
Observations - In dorm, cafetira, classroon, meeting, etc.
Group discussions - Take mental notes at our group meetings, and bull-sessions around the dorm and down town.
Summarization - After all of this we will summarize the information we have and try to come up with a working farmula for our own teaching needs.

SOLUTION

Consitancy - Be very consistant in hankling both groups
Fairness - Do not elevate one above the other, regardless of group.
Seating arrangement - So as to encourage teaching and not group neglect.
Counciling - Try to talk to each of the students more on a student teacher relation.
Visitations - Going out to the childs home and visit with the parents.
Confidence finding - Try to win the confidence of the students that are in need of help and follow it through with personal help in other parts of the school.

IMPLEMENTATION

After my method has been applied to the student in my own school.

In my questionnaire I used the services of 28 work shop participants; 4 Staff, 16 teachers, 4 Administrators and 4 Guidance. They were picked at randum from people in the dorms, classrooms, group meetings and etc. Out of the 28; 18 were indians, 7 whites and 1 mexican-american, and one Black.

Question #1. Are you aware of different social groups within your own tribe? This question could only be asked of the indian particpants but it did serve our purpose. I had always thought there were social differences but this confurmed it. We had 13 Yes and 3 No answers. Summary - Now that we know that these feelings do exsist we should try our best to work with it in mind and not make the problem worse by not knowing it is there.

Question #2. Are there "superior-inferior" feelings between the Indian nations? 12 Yes and 4 No.
Summary - There are superior-inferior feelings and this information could be used when working with mixed nationed students. I also felt that this question should not have been asked because question #1 was sufficient on this subject.

Question #3. Under conditions of equal settings do you have an uneasiness when you are eating with a member of another ethnic group? This question was asked of all participants. Answer; 15 No 11 Yes. In the Staff 75% said yes, 25% said no. In the Teachers 65% no, 35% yes . In the Adm. 75% yes, 25% no. In the Guidance 75% no, 25% yes.
Summary - There are feelings of uneasiness on the part of the indian but not so much so with the other ethnic groups. There maybe a strong feeling in a situation of personal behavior (eating) than there would be in a situation of educational overtone.

Question #4. If a question was asked in a classroom and your best friend could not answer it, would you be eager to do so? Answer 23 Yes and 5 No.

Summary - This never-answer-over-friend must have been a stigma of my imagination for most of the questionairs said they would answer the question. So this question and the next two are not very important in my problem solving.

Question #5. If a question was asked in a classroom and your classmate from another tribe could not answer it, would you be eager to do so? Answer 16 Yes, 0 No.

Question #6. If a question was asked in a class and a member of another thnic group could not answer it, would you be eager to do so? Answer 21 Yes 4 No and 3 no answer.

Summmary on #5 and #6. I could see no importance in this question.

Question #7. Do you think that any person in the class should be required to learn of/about other cultures in the immediate area? Answer 12 No 16 Yes.

Summary - This was didided 62% said that they sould be required to and 38% said they should not. I notice that the indians feel stronger for this than did the whites. Probably because the indians feel that if the other ethnic groups were to learn about their world that they would have a better understanding of theproblems the indian face and would be more apt to help him. The indian is forced to learn of two cultures anyway, so they seem to feel that if they have to learn this why not everybody.

Question #8. Can a person be happy working in and with one culture of people and living his personal life in another?

Answer 20 yes 6 no 1 yes/no 1 some could and some cant.

Summary This surprised me, I thought most of the indians would be strong against living in one culture and working in onother, but I was wrong. Although I did feel if I would have been asking the questionas an Indian and not a white I would have gotten different answers.

Question #9. Do you think students have more respect for the authority of the school over and above the authority of their own parents?

Answer 26 Yes 2 No.

Summary This would mean that we could not count to heavy on the parent forcing the student to meet our demands. Our work with them would have to me more on the authority of the school.

I DO BELIEVE THE NEXT FOUR QUESTIONS WERE THE MORE IMPORTANT TO ME IN MY METHOD USED.

Question #10. Does the appearance of the Abt Associates staff bother you as much now as it did last week? (this question was asked the second week)

Answer 13 No 5 Yes and 10 Never bothered: Staff 50% no, 50% n/b; Teachers 38% No, 31% Yes, and 31% N/B; Adm 50% Yes, 25% No, 25% N/B. Gud. 50% Y 50% N.

Summary I asked this question with this in mind. If the student of the workshop felt they could not learn from a group that dressed different than they did it would be likely that the students in my classroom would have something of the same feeling towards me. Because I dress different than the indians at my home. But here again I was pleasantly suprised to see that 10 of the people said they were never bothered. And they were 5 who said they were. I did notice that out of these 5 they were 4 indian and 1 spanish, they were all over 45 (some way over) and like you brought out in class these same five seem to be the ones that were on the negative side of all of my answers. The 13 people who said it did not bother then this week had changed their mind and it no longer bothered them and they were ready to learn. I also summurized that their are those who are in a minority, that are Stero-traditional (if there is such a word) who are set solid in their ideas of dress, apperance, ect and when they come in contact with someone who breaks these standard barrier's they have an immediate shutdown of all learning facilities.

Question #11. Do you feel Abt Associates is competing with, working passively with, working directly with the BIA in this workshop?

Answer 16D, 7 P and 5 C. Most of the Competing with votes came from the teachers of BIA.

Summary It seems like some of the participants did come to the workshop with feelings for and aginst the association. Now from this question I can conclude that some of the children that come to our school do feel like we are competing with their culture and will gain lettle from our efforts. But most of them will come as the majority of the participants here did with an open mind and ready to learn.

Question #12., Should Abt associates have given us more factual class room situations where we would have been told what to do when we return or should it be more elastic where we could apply our own interest and specific situations to the workshop?

Answer 23 Elastic 5 Factual.

Summary I would hope that the students of my school would answer this question as the participants did. This shows that there are those who and to be given the chance to think something out and not be told, "this is what you learn and nothing more".

Question #13. Is the Workshop the way it is presently operating going to meet the needs of your personal teaching workshop desires?

Answer 21 Yes 7 No.

Summary The 7 no answers came from the Dorm Instructors and a few unhappy people that answered no on some of the other question. So if this type of method was used in my teaching area and we could get a 75% positive answer from the particpant we would probably be pleased.

Answer "Yes" or "No"

Question	S	T	A	G
1. Are you aware of different social groups within your own tribe?	yes,			
2. Are there "superior-inferior" feelings between the Indian nations?	NO.			
3. Under conditions of equal settings do you have an uneasiness when you are eating with a member of another ethnic group?	No			
4. If a question was asked in a class-room and your best friend could not answer it, would you be eager to do so?	yes			
5. If a question was asked in a class-room and your classmate from another tribe could not answer it, would you be eager to do so?	yes			
6. If a question was asked in a class and a member of another ethnic group could not answer it, would you be eager to do so?	yes			
7. Do you think that any person in the class should be required to learn of/about other cultures in the immediate area?	yes			
8. Can a person be happy working in/with one culture of people and living his personal life in another?	yes			
9. Do you think students have more respect for the authority of the school over/above the authority of their own parents?	yes			
10. Does the appearnace of the Abt Associates staff bother you as much now as it did last week?	yes, yes very much.			
11. Do you feel Abt Associates is competing with, working passively with, working directly with the BIA in this Workshop?	NO			
12. Should Abt Associates have given us more factual class room situations where we would have been told what to do when we return or should it be more elastic where we could apply our own interest and specific situations to the Workshop.	This workshop was not goo the 1st week. But I thin the last 2 week will wou out ok.			
13. Is the Workshop the way it is presently operating going to meet the needs of your personal teaching Workshop desires?	No. I am a Inst. Aid in the dorm. this workshop is for school teaching only. But Abt. is [illegible] get. some			

This is a Sample of the answers. Might be interes to you.

PARTICIPANT ATTITUDE SURVEY

Bill McMillon
Bonnie Jollay
Carol Linder

Our hypothesis was that the participants would like the language portion of the "Language and Culture" class the best of the three classes taught by the Junior Staff, and that they would like the T.O.C.C. the least. We also felt that they would say that they thought that students should be involved in curriculum development, and that they liked the junior staff.

All of these turned out to be true evaluations of the participants' attitudes. The T.O.C.C. course was not as strong a choice as we had expected, however. In fact only the Guidance personnel and BIA teachers gave a definite majority to the T.O.C.C.

This was the only area of the questionnaire where there seemed to be any significant difference among the groups. In addition to the four breakdowns of groups mentioned, we also tallied the results for Indian-non-Indian and under 35-over 35. No differences appeared in these groups either.

Such unanimity indicates that our hypothesis and testing device were not dicsriminating enough to warrent the time involved.

One interesting result did come, however. Of the people who chose T.O.C.C. as the class where the junior staff did the worst job, and gave "lack of knowledge" or "inappropriate materials" as the reason, 34 said that the students should be involved in curriculum development. This seems to be contradictory, but does give a starting point for future study--this would be to find out which areas the people in the professional capacity would allow the students to participate, and which areas the students would want to participate in and to start from there in the curriculum development.

The 34 mentioned above were out of 47 responses who chose T.O.C.C. and gave as a reason either lack of knowledge or inappropriate subject matter. The other 7 said that students should not be involved.

The 34 were spread throughout all the groups, but BIA teachers under 35 had the largest number (8), and they were the next to the smallest group (29). This indicates a great deal of ambivalence on their part, probably because they are still early in theri careers, and have not developed their educational philosophy fully.

RESULTS FROM ATTITUDE SURVEY OF PARTICIPANTS' ATTITUDES

TOWARD STUDENT-TEACHERS

Question #1	Guidance	Administration	Teachers-BIA	Teachers-Non-BIA
	A B	A B	A B	A B
aggressive	1.11-16	7-20	15-33	8-9
neat	2.23- 8	22- 4	15-33	19-2
informed	3.18- 9	12-13	28-23	21-9
respectful	4.23-8	22- 3	45- 9	28-3
above ave.	5.20-12	25- 3	36-21	22-5
teaching skill	6.22-10	13-13	32-20	18-10

Only 13 responses in the C column and 6 of those were for Passive

(A=TOCC, B=language, C=Culture

Question #2: What course did they do best in?

	A	B	C	A	B	C	A	B	C	A	B	C
[illegible]	6	34	2	2	26	1	8	55	4	6	28	2
knowledge A	3	19	1	1	17	-	6	36	2	4	15	-
good teachingB	-	18	-	1	11	-	4	31	1	1	17	-
appropriate subject C	2	4	1	-	2	1	2	6	1	2	6	2

Question #3: What course did the Junior Staff do worst in?

	A	B	C	A	B	C	A	B	C	A	B	C
	21	1	11	13	2	10	31	2	23	13	2	14
lack of knowledgeA	3	-	5	4	-	4	15	-	8	2	-	6
poor teaching B	11	-	5	2	2	8	12	-	10	6	1	2
inapprop. subj. matC	6	1	1	5	-	3	7	2	3	5	2	5

Question #4: Do you think students should be involved in curriculum development?

Yes	No	Yes	No	Yes	No	Yes	No
30	9	29	0	40	9	42	2

Of the 34 people who answered Yes on Question 4, and had chosen A on the first part of Question 3, and either A or C on the second part of Question 3, 25 were BIA and 14 of those were Indian.

Question #5: Do you like students-teachers?

Guidance		Administration		Teacher-BIA		Teacher-Non-BIA	
Yes	No	Yes	No	Yes	No	Yes	No
40	1	29	0	60	3	34	0

Question #6:

Yes from 5

friendly A	33	25	44	31
knowledge-able B	19	21	33	20
good teachers C	13	16	18	18
respectful D	22	20	39	23
other E	7	5	10	5

The 4 no's above all checked "lack of knowledge."

	47	29	62	34-172
under 35	9	3	24	13
over 35	38	26	38	21
Indian	29	3	18	6
non-Indian	18	26	44	28
BIA	43	21	61	-
Non-BIA	4	8	-	34
under 5	8	1	18	26
over 5	37	28	44	28

I intended to rewrite this, but will you accept it as it is? If not, let me [illegible]

DT Perry
Social Studies Seminar

Participant Opinions on the Cross-Cultural Workshop: An Exercise in Superfluity *

I. Technique & personnel. A group composed of Virginia Powell, English teacher at Mt. Edgecombe, Alaska; Mattie Terry, teacher; Elizabeth Johnson, instructional aide; and Dorothy Perry, teacher & acting head, social studies, undertook a survey of student opinion, made about two-thirds of the way through the workshop period. Miss Powell is Negro, & has spent 20 happy years in Alaska; Miss Terry and Miss Johnson are Indian, & very different. Mattie was keen on the job, & went out like a terrier to do her interviews. Elizabeth was with us malgre mieux : she didn't even want to be at the school - her superiors had bludgeoned her into coming - "If you want to stay in your job," they said... ∠ Sorry about these K's-- they seem to be my King Charles's Head; I've just bought this electric & am not yet married to it./ Elizabeth, predictably, supplied virtually none of the data. I, Mrs. Perry, am Anglo, in the Indian Service not quite five years, all spent at the Institute of American Indian Arts, probably the best spot in the whole BIA.

We had a list of questions, nabbed people as we could (this seemed a sufficiently random system) & wrote their answers on file cards. Virginia didn't quite get the word, & made out a number of cards with the questions on them, for respondents to fill in. I don't think this makes a lot of difference, but what I like about the interview is that you are more likely to get a precise answer.

Our questions were: (1) Name ∠ No problem here; I don't think there would be unless we'd asked about their sex life or their true opinion of their immediate boss/ ** (2) Age. Two or three skittish women jibbed, but it was easy to write 40+; (3) Sex; (4) Job - general category, for admin, teacher, guidance ∠ we included all guidance, except directors of dept's/ ; (5) Tribe. This gave us more information than 'Indian' or 'Non-Indian', but we didn't use it in the summary-- having it on the cards, however, it just might be useful: What kind of Indians approved of the school, & what kind didn't... All of this went in our headings -- the part that my instructor said was so simple to set up - and I had 64 subsections!

The pertinent questions, after these vital statistics, were: (6) Specific job; (7) Where; (8) Number of years in BIA/PS (we included parochial under PS); (9) Is the workshop what you expected it to be? If No, better or worse? (10) ∠ The crux/ What courses did you find rewarding? What courses unsatisfactory? ∠ Here is where the interview paid off. A lot of people were thumbs down on Group Dynamics, but they were all people who had gone to one session only; people who went to several thought it was great. Then there was Master Tutoring; unanimous for for the week Mel Howard taught it, totally against thereafter. This is a shade of opinion we wouldn't have caught with a mimeographed sheet./ Of course the pay-off question was (11) Of what use, if any, will the workshop experience be to you in your job next fall? We invited them to consider personal & social rewards, as well as technical and academic. Many people did feel that the contacts had been valuable. It was interesting that some people thought the workshop worse than ~~than~~ expected, liked no courses, & yet had a whole list of ways they planned to use the experience!

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* Ours was a superfluous survey because you asked all our questions & more at the end of the school. I wanted to head this 'A Supererogatory Paper', but when I I looked up supererogatory it meant something flattering - not what I intended.

** A friend told me about a questionnaire for a welfare job in L.A. One question was: Is your sex life satisfactory? If I said No, she said, it would mean I was unstable; if I said Yes, it would mean I was immoral, because I'm not married -- either way, I wouldn't get the job!.

38
18
16
72

II. The Sample. I obtained, by favor, a list from the office. Ignoring the non-teaching (4), student staff (27) & Indian delgates(8), their total was 331, of BIA & Public School. I adjusted this to 334, to include myself & two others I interviewed who were not on the list. The percentages, however, were not altered (not to the short decimals I used, that is). It came out, Teachers- 55%; Guidance-25%; Administrators-20%. Our group interviewed 38 teachers, 18 Guidance people, & 16 administrators. This makes 53 % teachers, 25% guidance, & 22% administrators. - (Not bad for catch-as-catch-can.)

III. Overall Resume. We didn't go into this survey feeling neutral — although we behaved in a neutral manner. Except for Elizabeth, who doesn't count - she brought in no data — we all were in favor of what was going on, & liked evidence in support of the school. But we behaved in an exemplary way. The best group, not surprisingly, were the teachers. (After all, what I loved about this workshop was that it was so much like college summer school.) Fifty percent of the teachers (19) found the school better than they had expected it to be, and were genuinely enthusiastic in their appraisals. Nineteen percent (7) found what they thought they would, and 31% (12) thought it worse. Many of these were both specific and hostile.

The administrators were an interesting group. Thorny on the whole, I'd say. Only 4 thought the school better than expected (25%), and the others were even-Stephen on 'as expected' & 'worse'. It didn't surprise me that guidance people were fairly lukewarm about the whole thing. The program, as set up, didn't really satisfy most guidance people - as you know, from early complaints. I believe that there are many BIA guidance people who would have enjoyed the school & profited from it, but our BIA selection was miserable. (I'll have more to say about this in my long paper.) Fifty percent of guidance people said it was what they expected; I don't think this is true, because this workshop was totally different from previous BIA summer programs - I think they were uncertain what to say. Only two people found it better, and 7 found it worse — not only worse, but very disappointing.

Before you blame yourself for failure in this area, I should tell you about my neighbors, in the quarters next door. He is a Pawnee, she a Laguna. They are both intelligent and conscientious in their dormitory jobs - he appreciably more astute than she is. They've been in the Service about 20 yrs, and they make it a practice to go to summer workshops for vacation, continually meeting the same people to spend social evenings with. They work in the winter, and they don't expect to be asked to work in the summer too. So there you are. No matter what courses you offer, you'll be wasting your time with vacationers.

IV. How the Classroom People Feel. A friend of mine, Grace Funk, told me that when she was interviewed for Project Necessities Dan Honahni sounded off at length against having Anglo teachers in a project for Indians. Well, in our sample there were only 8 Indian teachers as against 30 Anglos. I haven't combed over the total list, but I would guess that our sample was heavier on Indians than the total. Certainly the BIA gives precedence to Indian applicants. Guy Hayes, from Tuba City, told me that every fall he asks his sixth grade if they'd rather have an Anglo or a Navajo teaching them. They say, a Navajo, & he says, All right, it's up to you - you can become the teachers, but you have to work.

Two Indian Men. Arnold Booth, a Tsimpsean from Alaska - he was one of the two interesting & articulate Indian men at that evening meeting we had - works for the public school system there; he's 50, has been on the job 18 yrs, & found the school better than expected. He found TICC & Micro-Teaching the best courses - he teaches his own language to HS students - & the Job Counseling course poor because not relevant to his job. He expects to use the techniques learned from #1 in his own teaching.

The other Indian male teacher I interviewed is one I take pride in, because he's one of our graduates - not my student, he was just before my time (I taught one of his cousins). Mike Crowe, age 26, is not a full-fledged teacher (but we counted classroom aides in this category), but I'd ask for him in my department many time. He teaches at the Cherokee Indian School; he found the workshop "more than I anticipated", and all his courses were rewarding, none unsatisfactory. You may remember that he sat bright-eyed in the Social Studies class, & that I pushed him into being chairman of a survey group- he was too modest to volunteer. Here is his complete answer to the question, What, if anything, will you use? "Yes. Every experience here is recorded to be used in future endeavors. In any of the performing arts, people are your best source of information, any new experience has big dividends. I am not losing anything here, but have everything to gain." There's a certain cloudiness about this statement, but the feeling is crystal clear.

I consider Mike remarkable but not unique. I would bet that there are 20 or 30 of his kind presently tucked away in various BIA outposts, & that a useful preliminary to your next summer's school would be winkling them out. These are the Indians who can profit by the training, and take over from the rest of us ten years from now.

Indian Women Teachers. There were six women respondents, evenly divided. Two found the workshop as expected, two worse, two better. A reasonable, articulate non-admirer was a 50 yr old Sioux, head of home economics at Ft. Sill. (Home Ec of course is almost more like guidance than teaching.) She said the philosophy of the school was strange to her, & hard to understand. The sensitivity training, she thought, might be useful for some people. (Not for her, apparently.) She got something from Group Dynamics (we kept getting contradictions like this) & Movie-making valuable, but disliked both TICC & TOCC. (Apparently a lot of Indians were insulted to be given introduction to Indian culture - make that optional for non-Anglos another year!) She said she already knew all the techniques taught here, but she did think she had gained a fresh point of view which would be useful in her teaching. Then there was a young teacher, in her 20's, an Apache, who teaches at San Carlos. She didn't think she had gained anything.

Of the neutral voters I seem to have misplaced one card. The one I have is of a Laguna woman, 50, who teaches in Albuquerque, who has been 25 years in the BIA. She was disappointed in the workshop, but said she learned something from associating with the other people here. She couldn't see any sense in the Indian language course, and thought that the students teaching Indian culture didn't really know much about their own backgrounds. But she liked Micro-Teaching [practically everybody did; but we all want more than 5 min.] and Social Studies Seminar. She thinks she now knows how to have the children do more research.

The pro women were very pro. I was pleasantly surprised about one, 58, Winnebago-Sioux, because she lost her job in Santa Fe when our school was started, & is still pretty bitter about it. But she thought the workshop was great. All the courses were rewarding, with the possible exception of Language Arts, which was 'paired up wrong'. (I didn't quite understand what she meant here, but I made it a rule not to do any cross-examining of respondents. 'I was a camera'.) Her answer to #11 is worth quoting: "The workshop has furthered my thinking on the fact that children should learn independence early. Teachers should exercise selectivity, and lead, not push."

Age & years of service made no difference in the pros & cons- the old & young were equally divided. The young teacher who loved the workshop was a Papago, 26, who teaches at Sells, has been in 7 yrs and liked all her courses, especially #1, TICC, & Movie-making. It's interesting that here's an Indian who didn't resent indoctrination b y younger Indians. She liked best your course #14, Teaching Teachers, etc., and thought that contact with Indians from other tribes had increased her understanding of people.

Anglo Teachers — Men. [In my list I have 10, but I have 11 cards; I shall proceed discussing 11. If you were grading me on statistics, I'd flunk./ Two cards are duplicates- Mattie & I both interviewed the same man.

Three were disappointed in the school; ~~three~~ found it as expected, and five were pleasantly surprised. The disgruntled ones were all in their early 40's, & had been, 2 in BIA 4 yrs or less, one in PS 20 yrs. That PS man was really a case to himself; he's a music teacher, & he didn't learn one damned thing to help him in his field. He was resigned to being a misfit here. (He was an urbane, intelligent person.) He did rather enjoy movie-making & group dynamics, & thought he would carry away a better understanding of other people. Patently, though, he felt he could have spent the month more profitably somewhere else. (This is a case in point for specialized selection next year.) One, who teaches at Many Farms, felt he had no chance to choose courses - registration was terrible, & he felt that he was goosestepped into classes. He liked Micro-Teaching and #F1, TICC. He didn't like TOCC or Group Dynamics or Crisis Simulation or Social Studies. You & I both know him, & he's a nice guy of limited intelligence - he set up that impossible dorm living survey. But the language course he thought was great; he already knows some Navajo, & he is going to use what he learned here recruiting this summer for Navajo students. He really got a good deal from the workshop.

The third non-admirer teaches English at Tuba City; his complaint was that the workshop wasn't structured enough. He is great for Group Dynamics (he went to a workshop last summer where that was the thing - in the State of Washington) & thought it should have been more intensive here. Also, he was unhappy not to have a choice in the Indian Language course - he wanted Navajo. (Maybe you should have a brochure another time explaining that no one is supposed to learn the language in 6 sessions.)
[I don't know what he meant by 'structured'; as I said, I didn't query my respondents' statements; having assigned courses looked structured to me./
He thought Micro-Teaching & Language Arts were rewarding courses. (He was a voice in the wilderness on Language Arts - the majority were thumbs down on it.)

Age seemed not to be a factor: all the anti's were 40's; the neutral people were 2 old, 1 young, and so were the enthusiasts- 2 young, 2 old.

Now, the neutrals. ~~Two~~ Both of these, like the most non-supporter (see above), were music teachers. One, young and young in PS in Alaska found Social Studies unsatisfactory, liked the School-Planning Game & courses #1 & #2- thought #2 would help him in dealing with teen-agers, & volunteered that he was "disappointed in the narrow-mindedness of some of the teachers here." The other music teacher, age 52, who teaches at Carlyle PS, I think I have categorized wrongly. He found the school what he expected - everything rewarding. Micro-Teaching, Film-Making, & Group Dynamics especially. (This is a trouble with categorizing: I put all the cards that said School as Expected in one pile. And this man had a lovely time!)
He said, "Watching myself teach will make me improve, & I have gained a great understanding of Indian culture."

People Who Liked What They Got. It gives me pleasure to report that of the enthusiasts three are over, two under, 40. The overs are really over, 2(50's)& 1(60) - as a 65 myself I enjoy this. Of the youngsters, one, in the BIA only a year, found things better than he had thought they would be, & liked Home Room, Lang Arts, Micro-T, & #1. He found Group Dynamics (one session) disappointing. The other young man - 35, in the BIA 10 yrs - liked everything. He teaches social studies at Intermountain. He especially liked Soc Studies, Micro-T, & #1. "The research project here will help me to teach better next fall. Overall evaluation: a good workshop."

Of the satisfied oldsters, one is my colleague here: he found #1 especially rewarding, & gave particular kudos to the young instructors. Language Arts he ~~thought~~ found unsatisfactory - not well thought through; & I think his stricture should be considered, because he is head of our Language Arts Dept. He is happy that he now knows how to tell our Jemez kids to be quiet in Towa!

A biology teacher who's been teaching Indians in P"S for 25 yrs liked the movie course, the Micro-T, Game Planning, & Simulation. He thought TICC went on too long. He will use techniques learned in Micro-T, and gained immeasurably from association with various kinds of people. The third man in this group looks like a banker - most of the administrators who looked like that were cool on the workshop - and loved all the courses, especially Micro-T & Ind Lang. He teaches U.S. & Alaskan history in Nome, & expects to use new techniques he has learned in social studies.

V. Classroom Continued - the Woman's View (Anglo). Of the women interviewed, three over 40(30%) found the workshop about what they had expected. Two liked Micro-T, one definitely didn't, two liked Group Dynamics, two liked Ind Lang. Two would use what they learned in Ind Lang & Group Dyn.

Seven were disappointed, to some extent. Only 3 were under 40, & one, my committee colleague, Elizabeth Johnson, should hardly be counted for anything. She teaches in PS in Sacaton, Ariz., & found all classes 'unsatisfortory'. (She was sent here against her will.) A nun who has taught Chippewas for 12 years got something from Micro-T & Ind Lang, was bored with Lang Arts & Home Rm, & thought the workshop experience would be 'not much use' to her. The third dissident is new in BIA, & was unhappy simply because of lack of organization in the workshop. There were no courses she disliked, & she liked movie-making & #1, & expects to carry back lots of new ideas.

Of the partly-unhappy ones over 40: Another nun, who has taught Chippewas for 20 years, liked Micro-T & Ind Lang, but got 'nothing much' to carry back. She particularly disliked Home Rm & TOCC. (All of this group were parochial or PS, none BIA.) A pair of roommates, primary teachers for years, liked #1, #2, Micro-T, Master Tutoring, & #14, & found Lang Arts unsatisfactory. They both said they would take back useful techniques, especially from #14. Another 50-ish primary teacher was so taken aback by the workshop that she didn't really know what she thought - though she did like Micro-T. But there was really nothing to help her with the 2nd grade. The last one in this group was a real honey, because she's a science teacher in Florida & the chief thing she got from the workshop was a working knowledge of the local flora & fauna.* ~~the~~ She liked the Games course, but got nothing from #1 & #2 because the young Indians on the staff are not at all like the Seminoles.

* Perhaps she went on long walks?

Women happy about the workshop -'better than expected'- ranged from 2 to 25 yrs in either BIA or PS, & were mostly elementary teachers. Two were in their 20's, 2 in the 30's, 4 50-ish, & 2 in the 60's. (No correlation on age at all.) Seven of them liked everything. Two of the 50's disliked #1 & #2, another thought Group Dynamics unsatisfactory. Fern Matz (55- 23 yrs in PS), a reading supervisor, was one who complained about #1 & #2; & then proceeded to say that she would "bring other cultures to the classroom" as well as stimulating games. Caroline Coleman, the Negro teacher from San Ildefonso, is carrying away both greater understanding of the bilingual child, and simplified techniques of teaching, but feels that experienced teachers should be given a chance to help plan the workshop, and that more instructional materials should be available for use by participants.

VI. And the Curriculum--. Indian teachers voted for #1 (2), #2 (2); #6 (2); #13 (2); and one each for #3 & #8. Two of the teachers, an under 40 man & an over forty female, liked all the classes. Courses thought poor were #1 (2), #2 (2) - all over-40's- #3, #6, #10, & #14, one each. Four of the Indians felt they had learned techniques they could use; one had increased his understanding. As a comparison, 13 of the non-Indians spoke of understanding as the chief gain, 26 mentioned techniques, specifying the Teaching Teachers & Micro-Teaching. (It's my impression that Micro-T was a smash hit.)

Non-Indian male teachers stacked up as follows:

#1	For	6	Against	2
2		5		0
3		4		2
4		0		1
5		2		0
6		6		1
7		0		1
8		3		1
13		3		0

This isn't properly a census, because we didn't ask people to evaluate all their courses - as you did in the final questionnaire. We simply asked them to mention any they had found really rewarding or unsatisfactory.

For the non-Indian women, the list went like this:

Home Rm	3	1
#1	10	2
2	5	[illegible]
3	4	1
5	1	0
6	12	[illegible]
7	2	2
8	2	0
9	1	0
11	3	0
13	2	0
14	1	0

And two women, one BIA under 40, one PS over 40, liked everything.

/I've just discovered that Florence McCabe is a Navajo & has to go in the other list - there must have been a Scotsman somewhere.../

APPENDIX D

Journal Excerpts

"A Workshop Poem"

-- Owen Armstrong

To Stewart, Nevada teachers came in droves
They were exposed to various disciplines
involving Indian Prose.
To the task of training there then arose
Dr. Abt and associates and some
children they chose.
The participants were varied in background and
need
But to the occasion Dr. Abt did succeed
They taught, they listened, they worked and
they played
And sometimes at Reno extra money was made.
So lets look look to Stewart next year for the
workshop
And pray to the heavens that the _______will pop.
It's a gas, up tight, and was out of sight
And Abt in my book is pretty good all right.

In the town of Carson City
There was a hippie which was a pity
He was straight and pretty up tight
But to the Indians he looked like a fright.
He did his thing and he did it well
But the old Indian said "you look like hell."

A Navajo once looked to the sky and he asked
What man can help me to lighten my task?
I'm tired, I'm hungry, my children ill fed
I was cursed at my birth because my color is red.
My manners, my English and schooling is poor
A hope for the good life, I day dream no more.
My wife, she's again pregnant and I have T. B.
No way from this living hell on earth can I see.
Poverty, filth, and degration is all I have known
The wind and rains ruined what few seeds I've sown.
I'll wind up a wino in the Gallup City jail,
For no man I know will put up my bail.
But to the old man came the answer he sought
The word from the mericful heaven was brought
He died as he looked to the skies on that day
His burden had ended, he's at last found his way.

-- Owen Armstrong

BIG SQUARE JOHN FROM THE BIG NAVAJO (To be talked with dramatic irony)

(chord) Do you know what it's like to be an Indian in this country? (chord)

(chord) Do you know what it's like to be an Indian in this country? (chord)

(Music) To be typed as a war-whooping, arrow-shooting, white-scalping
Television Indian in this country?

Well now - listen to my story - listen to the story of Big Square John -
Listen to me.

(chorus) I'm a big square John from the big Navajo
I am o o yeah, yes I am.

I'm a Navajo lad and my skin is red
And I'm cradle-board flat on the back of my head
From the Black Mountain wilds of the Big Navajo
A reservation Indian backward and slow.

(chorus) Just a big square John from the Big Navajo
So they say - o o yeah, so they say.

I wear cowboy boots and Levi pants
A black felt hat - you can tell at a glance
That I stink of wool and I smell of sheep
That on Hogan floor is where I sleep.

(chorus) Just a big square John from the Big Navajo
I am - o o yeah, yes I am.

Now I eat fried bread and mutton stew
But I don't wash my hands like White Eyes do

Now I don't take a bath like the white man would rather
I smell of horses and sheep and lathered leather.

(chorus) Just a big square John from the Big Navajo
I am - o o yeah, yes I am.

My father is drunk on the Gallup streets

In the dirty Gallup jail is where he sleeps

He's caught in the trap between Old and New Ways

Wounded like an animal and running in a daze.

(chorus) He's a big square John from the Big Navajo
Dying he is - o o yeah, dying he is.

In the Hogan hills mother slaves all day

Tending the sheep in the Indian way

Cleaning the wool, caring for the children

Fighting 'gainst odds, she can never win.

(chorus) She is - o o yeah, yes she is.

Just keeping alive is a fight for her kind

Against hunger and cold, against space and time

Against White Man's disease, against famine and drought

Against White Man's fear and White Man's doubt.

(chorus) We're big square Johns from the Big Navajo
We are - o o yeah, yes we are.

Yes, we're dying in the crush of the White Man's ways

From White Man deceit, his cruel, lying ways

Dying from his booze, his hypocritical ways

His double-standard, double-dealing, double-crossing ways.

(chorus) Just a big square John from the Big Navajo
I am - o o yeah, yes I am.

Now I've lost my Old Ways, my religion and myth

And I'm lonely inside whoever I'm with

I've lost all my faith, my hope and belief

And I'm lonely inside and I'm full of grief.

(chorus) I'm a big square John from the Big Navajo
I am - o o yeah, who gives a damn?

Now the White Eyes' culture couldn't take the place

Of the feeling of belonging to the Indian Race

Of the feeling of oneness with all of creation

Of the feeling that comes with emancipation.

(chorus) It couldn't - o o no, no it couldn't.

When they took away my culture and the right to be

A natural Indian, they took away me

And they left a hollow man on the reservation land

In a country free, in a country great and grand.

(chorus) Just a big square John from the Big Navajo
I am - o o yeah, yes I am.

Caught between cultures in a no-mans land

I'm no mans Indian and I'm no white man

An acculturated nothing, I'm a cultureless blot

Just a scum on the surface of the Melting Pot.

(chorus) Just a big square John from the Big Navajo
I am - o o yeah, do you give a dman?

I'm a fatherless, motherless, cultureless child

Acting out my hurt by getting whiskey-wild

Empty of purpose, in a vacuum of meaning

Full with raging resentment and internal screaming

(chorus) Just a big square John from the Big Navajo
I am - o o yeah, do you give a damn?

From the blind black birth to the blinding death

Stumbles the stuttering child out of breath

From the thoughtless conception to the thinkless crucifiction

Along that lonely private road, full of affliction

Stumbles the stuttering Indian child

(chorus) Stumbles the Indian child.

Chorus) I'm just a big square John from the Big Navajo
I am - o o yeah, yes I am
I am - o o yeah, who gives a damn?
I am - o o yeah, do you give a damn?

Joseph D. Blanchard

CHUD, Jerry Manzanita Hall Room #7

Monday - 6/9/69 - I'm slightly concerned with the large number of old teachers here. I'm afraid that much of the valuable, applicable innovational idea in educating processes won't be utilized because the program is being conducted by a young, liberal staff. Personally, I think this is great - the Abt people are extremely well-educated and obviously familiar and well-versed in their program and improvements in education, but I'm afraid I'm in the minority. It seems like this WORKSHOP is blooming into a bit of WORK, and apparently, some of these other older educators aren't accustomed to WORKING at summer 'workshops'.

Thursday - 6/12/69 - The school planning game that lasted two hours today was quite interesting, and the last half-hour of it, in which the instructor (an Indian from the central office in Wash., D. C.) spoke about and answered questions concerning the modern plight of the Indian, and how-precisely-said situation came about was indisputably the most significant and educational experience I've had thus far in this workshop.

Friday - 6/13/69 - It makes me a little mad and slightly ashamed that some of my fellow teachers can be so damned narrow-minded as to make pre-judgements of some of the Abt staff on the basis of their liberal dress an and grooming styles, and, thereby condemn them as 'green' or 'ill-prepared' and 'ill-experienced' without really allowing them the chance to have their teaching abilities judged or evaluated on an unbiased basis.

Friday - 6/20/69 - Today was the absolute epitomy of uselessness and obscurity of the Workshop. In Indian language of the culture class, the conversation became so meaningless and ridiculous transaction of vocal context into my notes:

Bert (one of the student-teachers): "Well, what do you want me to talk about?"

Bessie Lake (one of the elder, feeble-minded ladies of the teaching profession): "Oh, you just go ahead and talk about anything.... We'll listen. [brief silent pause] All right! I'll talk....I see you got a haircut, and it really looks nice!"

Bert: "Well, I don't know what to talk about."

And that is our lesson for today.

Concluding Remarks

I hope my criticism here is clear - Abt Associates' staff in my estimation, did an OUTSTANDING job in teaching and presenting and, actually, "selling" their new ideas and methods for educating (at least some of them). I really feel that few associations of this type are or could be so well-versed, well-learned, oratorically masterful, and well-prepared with their program as were the staff members of Abt Associates.

FELD, Samuel
6-10-69

The use of students (Indians) as teachers is excellent. Most are alert, expressive and cooperative.

The workshop has some excellent basic plans that are challenging and exciting - Such as the Group Dynamic, the culture courses and the other culture courses.

The loose structure of the workshop encourages freedom of expression.

Better registration procedures would improve outlook and attitude of the participants to the workshop.

6-16-69 - Indian Culture group was very interesting. Leader - Gerald Harjo - discussed in detail the substance and significance of the Creek dances. He explained how the turtle shells were prepared and the importance of them in the dance costume. He told of the religious significance of the dance and that spectations are always kept at a distance so they are not involved or close to actual dance. Gerald sang a Creek song and explained the meaning. He also told a great deal about the Santa Fe school - Why he thought it was a good school - about the student activities and participation. He was very enthusiastic and indicated that the school was accomplishing a great deal for the students.

The other culture group had a project - or role - play activity on Red Power. I was selected to serve as Tribal Council Chairman. Other participants had assigned roles and very effectively carried out their simulated roles. The usual arguments for a march on Washington, to focus attention on their problems were strongly presented and real or imagined arguments ensued.

The various points were clearly defined and after an active discussion the "Tribe" voted not to support or send a delegation for a "March on Washington". A motion was passed to have the council learn the problems and present them to proper authorities for consideration.

In the discussion the group leader (A Navaho) thought the young people should be heard and have a voice in the council activities. He said the councils was too conservative

6-17-69 - Had a good exercise in School Planning. The simulated lesson was interesting. Funding situation was not realistic, not flexible enough.

6-20-69 - There was an excellent steak fry. Well prepared and tasty and held in an ideal location. It provided an opportunity for revisiting many old friends.

FIRM, Rudy F.

Much was made by Indian Institute that BIA Board Schools are not as hard academically as the public schools they have attended but were better off socially in the BIA schools. Most were worried about being able to cope with the competition on the college level. Instructors state that they respected their parents because they left the child make their own decision as to the major decisions of their life and allowed them to stick by their decision.

Plan for change. The "non-grading curriculum" group met and a varied and good discussion by all members presented many facets of this interesting topic - decided the following points must be stressed to make my introduction of non-grading work---1) staff approval of idea, 2) staff selection with n on-grading mind, 3) inservice training must be intensive, 4) community and involvement backing, 5) financing of new material that is appropriate to this system, 6) behavioral goals for achievement-----not necessarily in the above order as each school may vary

Argued with Kozoll as to the effectiveness of the L. Art. program in our study group. Have been debating on whether to continue the class. I am still debating whether to stay - I feel the class is of no value to me and others in class - my desire is to write in the journal and then leave

Other culture----song sung by author, wrote at the school concerning Indian Problems and feeling, protest ballard and controversial, I liked the song. About an Indian on the Navajo Reservation and his feelings of hopelessness and frustration he faces in his life and can see no way out for himself.

Robert Gipp

Wednesday, June 11, 1969

Group Dynamics class became very involved in personal opinions. The group talked about people with beards, long hair, Indians, other races, with everybody in the group reflecting some point of view. I was especially impressed by our instructor who was able to sense the moods of the group. He explained how people have a problem or frustrations within themselves and how they feel the urge to talk about it. He also explained why people resort to talking about themselves when they are not sure of what they are talking about. Our discussion was very heated with pressure and tension but it was the most exciting of all classes thus far.

Thursday, June 12, 1969

A special meeting was called by Francis Mansfield, an Indian who took it upon himself to organize the group so that we could talk out some of the problems we recognized at the workshop. Questions were raised as to the professionalism of our senior instructors. Many Indians seemed very hot under the collar and made some of the following comments. Who is Abt? What and where is the American University? Why people from the east, to teach us about Indians? Are we being used to be looked at in study form? It was also brought out in the meeting that Abt does have a contract with the BIA to write a curriculum for our Indian schools. It was decided that we would meet at 8:30 a.m. the next morning to get some of our questions answered.

Friday, June 13, 1969

All the Indian participants gathered in the auditorium. Francis Mansfield who said he did not represent any group but was acting as an individual opened the meeting. Professional staff was on hand so questions could be asked and answered. Ward Heneveld, project manager of the workshop, was present along with M. White, D.C. and Al Ott, D.C. After the great white fathers spoke -- all the indians were calm.

Thursday, June 19, 1969

School planning game was a good experience. It taught me many of the problems that our administration must face with the budget they are allowed. ... It was surprising to see how people spent money for many different items when we all had the same objectives. Things that I thought were not important other people planned them in their budge. Example: school beautification. I thought our Indian instructor expressed a very good opinion on indian culture and why it should be taught in our schools. He stated that we should not assume that indian people know their history about themselves. He pointed out that we should teach white culture and indian culture equally as much.

Monday, June 23, 1969

Our group study class met at 8:30 a.m. for announcements from our leader. Most people wrote in their journals about half the class time. The other time we talked a little of Bureau Schools as compared to Public Schools. I mentioned the opinion of two junior staff members who were of the opinion that public schools offered a better academic education. One girl graduated from the Phoenix High School, the other attended the Sequahah Boarding School. The second girl said she felt better about attending a boarding school because of the social life and the feeling she had of being a part of the school. After most of the class had gone, it was brought out by Mr. Pertilla that he felt that there were good schools in all areas of Public, Bureau, and Mission education. He mentioned a survey taken at Pine Ridge that boarding school students tended to be better achievers as compared to public school students.

Monday, June 23, 1969, cont.

We talked of the Inter-Mountain School. One interesting thing brought out was they cut the student drinking problem in half by treating it as a medical problem. They were taken to the hospital with the Doctor making the decision of giving 25 to 110 CC thoromizine shot to put him to sleep. The next day the Guidance Department came after him for counsel. We did not discuss the legal aspect.

Wednesday, June 25, 1969

We changed our discussion to low achievers in high school on the idea of social promotion. It has been my observation from the comments of the Jr. staff that they feel a person who has a problem, failing grades, bad attitude, a chip on his shoulder or they don't give a darn attitude should be approached by some teacher. If the teacher could really take interest and devote some time and interest in the person, they feel there would be a change in the student.

My micro teaching class really went great. I was very satisfied with myself for I showed definite improvement. I introduced students to hand tools by letting the students handle them before anything else. My teacher responses dropped and the student responses and involvement went up very high. I think that every teacher should see themselves in a teaching situation on video tape.

HARLESS, Rebecca

June 11, 1969 - So far, I have thoroughly enjoyed the manner in which this workshop is being guided. The are not required to feel that we have to be at such and such a classroom or demonstration at a specified time. We are on our honor to attend the classes that we feel will be most profitable to us as teachers of Indian boys and girsl. In Group Dynamics sessions, we were made aware of the ways that people respond to each other by gestures, expressions (silent and oral). We had fun identifying these and we also had experiences that will keep us aware of individual responses in the classroom and how to interpret them to the advantage of the students that we teach.

In another class we are being introduced to micro teaching. This is a technique by which the teacher can see herself as a teacher and as the students see her. Many of us will be doing a better planning job if and when we realize that as a teacher we are on the stage 8 hours a day and our students are evaluating us, mimicing us, and definitely will acquire some of our traits be it a weakness or strength. We are having the opportunity to take part in the activity which is great. Some feel that it's a hardship but I feel that it is a pleasure and a great opportunity.

June 17, 1969 - I also participated in a film making project, where we painted right on the film, then, we let it dry. I can see where this could be incorporated in my school. I know the children would be fascinated by participating in this.

June 18 - To date, I feel that the workshop has been a great success in many ways.

In the first place, the staff are very friendly, helpful, enthusiastic and full of knowledge. They are very clever in getting things done and steering this workshop. I have been embarrassed at some of the criticism about the staff. We always have a few in every crowd that are looking for something to criticize. I that was what I went to a workshop for, I would stay home. I feel that these people have problems. Maybe the Bureau should be more careful about who they send to the workshop. But, I guess that's a workshop is for to hear the pros and cons on a lot of issues.

Some of the teachers feel that there has been pressure and too much to do in the micro teaching project, but as I see it, no one was forced to take the class and if they found that they didn't like the class, they were stupid for staying in it. I stated earlier in this book that the staff left us on our honor to attend any and all the classes that we felt would be to our personal gain as a teacher of Indian students. This griping tells me that some people need their courses of study mapped out for them since they have been in a rut like this all their lives. I'm enjoying the workshop to the fullest and I know that I'll have some good things to offer my school when I return to my duty station.

June 25, 1969 - Prerequisite to teaching opposites.

What shall we call this ? What do you think we're going to do with the bird and the rocket. Can a bird fly a rocket. If this was an old abandoned rocket, do you think some animal etc. may like it for a home?

I taught this activity this afternoon as a way of introducing opposites. First, I let the children make up a story about the castle and the birds that live there. I had a bird made of paper to motivate the children. They really put together a good story, then one child related the whole story to the bird and the castle, which was supposed to have been built for a rocket.

HENDERSON, Josephine, Mrs.

Monday - 6-9-69 - I find the workshop very interesting meeting with new people.

It is very difficult for me as most of the people I am involved with are teachers, principals, guidance and counselors. As an instructional aid I work with students of all ages. I feel I am a responsible person an important with a job and supervisor depending one me. Especially now to be engage in a workshop like this. As a Dormitory attendant I make every effort to fulfill my work whats expected of me, as directed on my job description. Little frustrated and timid like a typical Indian would.

Tuesday - 6-10-69 - I'm very impressed by teachers and higher educators of all walks of life. Thinking to myself exactly how in the dickens did I ever join this great society.

Wednesday - 6-11-69 - Indian Language class, each day it begins to have some meaning to me. Just like it meant to the student who is teaching it when she first entered her classroom. Cenita I think of her very considerably, a very nice instructor. She is very contented as we are all beginning to express our words more effectively.

In the afternoon Crisis Simulation.

It was very interesting, as the whole class took part in, what it appears to occur in a reality of the students. Where several students involve in drinking how the situation in drinking how the situation is handled through the channels. Superintendent on down to the Instructional Aides. Teachers, guidance department. Where there has been chances given to this particular student.

Friday - 6-13-69 - Some Indian participants brought up their problems about the workshop. One person brought up the fact, a teachers should dress up in proper manner. I realize it concern one person.

Others express their feelings not getting what they expected out of this workshop. Criticism was partially express on the junior staff. Some were very badly hurt. The afternoon class some did not want to conduct, until Monday.

Actually the junior staff has made this workshop, lifely as possible, we all didn't know from the start when Indian language instructor began teaching, Im - pa thu - wash - stai, word of greeting, how are you.

10.2 Job Counseling, we have a small discussion group. What are the limitations of these want ads."

Had to decide on what business or industry in Reno area, that you prefer to contact. We're planning, each team.

The contents from each classes I value, as I repeat, this has been an inspiring experience for me to attend this workshop.

6-16-69 - Indian Language, Anita's students have progress, We've all in the class have learned how to greet in her language, counting up to five.

6-17-69 - Indian language. Students - Maggie Blie and Alvin Toya talked about their way of living and legend told by grandparents. Maggie told about the long walk of the Navajos to Fort Summer in 1864. Alvin Toya talked about experiences he has had while touring throughout the states, and attendence of schools, What questions, arises as being the only Indian recognize. His father being an Air Force men, they traveled, and still he kept his Indian culture. The class made it very interesting asking students question, it was suppose to have been 1/2 hr. sessions. We were very involved, in our junior staff.

6-20-69 - I questioned this SDS do not understand what it means, haven't had the courage to stand up and ask. SDS - I presumably means success of the old issue of communication, so should I be incorrect.

6-23-69 - Pattv had us play a game of their tribal pass time game. We were divided in two. She had 5 or 6 seeds in a salad bowl, if the peach seeds all turn on the burned side for the player, he gains the buttons. If the other side scores, she had to pay the buttons back.

In the after we had our discussion and presented our interview to the class, what results we got from places of employment.

On Wednesday we play the roll or put ourselves in the category of a student applying for a job.

6-25=69 We had an assembly, auditorium with Charles Zeller Assistant Commissioner. Education. He point up some interesting factors. How students are doing. Programs American Youth.

Tuesday night, I cannot omit this activity, about the movie. Casa Blanca was very interesting and the previous to that, about Navajo weaving a rug. We came on to the very end of that part. The silent one about the potatoe, its rather hard for me to understand, all in silence. At the end the boy came out with good grade.

Casa Blanca, Humphrey Bogart., always played the part about hard to please and having in love with the women he loved and it goes to show a person can sacrifice something a person really wants for the sake of others.

6-26-69 - In these workshops nothing has ever been accomplished. Its worth while an effort. I am sure that our voice will carry. Especially when a person has all the values on the job and a family of so many children to be furloughed.

Vocational training and agriculture courses are so much in demand. At one time my people were good farmers, what has happened it seems lime all our strength that our elders has put into these fields are just wasting away. All the modern conveniences has put the youngsters outside.

These Indian student instructors have made me change my mind about a lot of little problems that I have. I will talk to my dormitory students individually.

As long as I am a product of BIA. I want to devote my time with students. I would like very much for you to give comments. I realize I took very few subject. The most interesting to me were Indian Language Job Counseling. Crisis Simulation. I talk or I am very timid and quiet when it comes to a big crowd. Always back out in asking questions. I like very much, if any criticism made about my journal. I actual do want to advance myself. As I am the only provider plus four little children, I am a widow.

I didn't want my journal read in class for fear that its not properly written, perhaps, I should have it has me to write more, and read every days events.

Etha Myerl Langford - Teacher

And it came to pass in those last days of the 1968-69 school session, that there was a decree from BIA and Abt that all so desiring could make application to attend the Cross-Cultural Education Workshop at Stewart Indian School, Stewart, Nev.

And all accepted journeyed from all directions of the United States Alaska, North Dakota, South Dakota, Mass., Wisc., Minn., Kansas. Colorado, Oklahoma, Mont., Texas, New Mexico, Arizona, Nevada, Utah, California, Wyoming, Idaho, Florida, North Carolina, Louisiana, and Mississippi - into Carson City (Stewart, Nevada) to be taxed. While there was no room in some inns they motored on to find a room at a motel, finally finding lodging in the school dorm, trailer park, or hotel. And abiding in the same Indian Country were BIA and Abt staff - Senior staff, and junior staff members awaiting the participants arrival.

And so it is while we are here, knowledge is to be gleaned from traveling experiences, interchange of ideas, associations with employees from other areas, Micro-teaching, group dynamics, crisis simulation, culture courses, language classes, arts and crafty, and the use of language arts in the study groups.

And lo, upon arriving the Abt Director came toward, saying, This is where you will register, decide on your six required courses and two or three electives. And so we did! And the glory of the assistants shone around them while they were placing each in a section, first come, first placed!

Behold, Monday morning! All were summoned to the assembling place where we heard Ward saying: Fear not, for behold, you are all welcome. The staff here are not professionals in teaching Indians but professionals in their own field and the Indian staff members are not professionals in other Indian Cultures - only their own. And it came to pass that when Ward finished his remarks, the participants said to each other that they must go to their own study group and continue in the path of knowledge from period to period for three weeks.

After leaving the first study group - Lo, and Behold - another language (Navajo, not my own) was directed at me. I'm sure I opened my mouth as wide as I did when I first sighted the Grand Canyon Cavity! Not one word did I know or understand. Was the junior staff member trying to tell me to travel on or feel at home? If I attempted to ask something in English, the staff member motioned for no reply. Now, I know the feeling of frustration the Indian Children feel when I impose upon them that - this is an adjective, as noun, a set, a sub-set, one-to-one correspondence.

Journeying on to micro-teaching class I thought-now for some fun - a movie. I soon found out that this would require some thinking and pulling out of space a lesson to teach a group of eager children. My thoughts and wits together I decided to teach a southern folk song and rhythm about cotton at the next class meeting Tuesday.

A most impressive aspect of the workshop appeared in the Group Dynamics class when teachers, principals, dormitory personnel, and counselors were involved in expressing their ideas and opinions-leaving the traditional methods far behind - thus giving leeway for the birth of innovative methods. Thus ending the first day of classes-hungry and tired - food was offered and best of all, a bed at the end of a most interesting and informative day.

Then one girl said she had a comment. Permission granted she stated that she wanted to give her thoughts on the dress of the staff members and how she thought they should dress. (I thought "who are you to express these thoughts when lace or girdle or slip could not be covered with her short dress!) Nevertheless one more girl added her thoughts to those just expressed. Yet more commented in reversed views saying that they thought it was to be an informal workshop, that a point of relaxation could be reached out of high heels, jewelry, dressy dress, laces, suit, tie, etc., and that surely it was the individual's perogative as to how he would dress.

The junior staff presented customs of their tribe. Steve Begay discussed Navajo customs of hunting, the Reservation land and answered questions per erosion on Res. land. It was brought out that the Navajo has no language barrier near the major highways but do if more than 5 miles off highway.

Albert Jones discusses his family of 25 and how they help each other with the work, that they have 22 horses and that the children attend boarding school. The junior staff, Albert and Steve, were asked what approach a visitor should use if visiting a family on the Navajo Reservation. They stated that the visitor should go up to hogan, turn as if leaving then go back and knock. Navajo people usually happy to see anyone. The Non-Indian can go inside a hogan and look around to see how it is made (the reverse of what I had been told by some Non-Indian teachers on the Reservation).

Marjorie Butler described the Follow-through or Tucson program - 7 centers in operation all the time, no books - charts are made from experiences, no punishments, no retention in grade, snack morning and afternoon, etc. Journal writing was continued. Some talked in pairs who would not share experiences to the group - excellent! (Expression

Marriage customs of the Navajo tribe was presented by the junior staff members.

Comments from class members brought out conditions of the Navajo in the Four-Corners area during the 1968 snow storm. Several expressed the fact that the tribe is economically well off but the situation was played up by Easterners who sent Carloads of Clothes. The staff commented that it was played up by the upper brass, a slow process that people don't see from the surface. If was interesting to hear that the tribal government compared to city government procedures. Hospital facilities as much as 45 miles away, 70% receive treatment from medical facilities, road conditions effect the education of children, keeps parents away from school, and is the major source of the language problem. It was amazing to me that it was brought that the political problem basically is the same as in white society.

Steve Begay discussed communities activities which amounted to a few ball games and drinking. The question as to what would alleviate the loneliness, boredom, etc., was asked by a class member. Steve and Albe Jones answered, jobs in industries and at the sawmill at Window Rock would solve some of the drinking problems they thought. The Pow-Wow, Squaw and Yeibicha dances were discussed with much interest.

NEIDA, Luther

June 11, 1969 - The Indian Student Teachers are excellent, Conducting themselves so well, so neatly dressed not hippies.

William J. Plath
Lac du Flambeau, Wisconsin

Wednesday, June 11, 1969

It would appear to me that the cross cultural approach that this workshop will explore, will do much to broaden my views and to help me to get all the necessary facts of the cultural differences between the American way of life and the several Indian systems of living.

SMITH, Norman

Enrollment Sunday evening. A bit hectic, but really no more so than expected with a new staff. Patience seemed to be the solution to many of the problems. I well remember one enrollment at the University that lasted two and one-half days before everything was settled.

My impression of many of the participants is that they expected a regimented stero-typed type of workshop where generalities are ladled in measured doses by word of mouth and hand outs all of which has been presented to them for the umpteenth time and a good time was had by all.

The classes here are giving me a new insight into many things that I might have had a vague awareness of but had not recognized as a foremost problem for many.

There are people here who seem to almost resent being jerked out of their usual workshop rut and exposed to something different being presented in a way foreign to their thinking. Some have expressed the opinion to me that they are getting nothing out of this workshop. My opinion is that those who come with a closed mind and the determination to benefit little will get out exactly as much as they contribute.

Attending the other culture class has revived the realization of other things that are very meaningful to many. The other day we were asked to write a poem. That task I had not attempted for many, many years, yet one was produced. We listened to music that has been out of yen completely, yet we got a message from it. The skit that was put on brought out the fact that some in the group had been of the non-participants when they were in school. A group like this, from forty-eight states, when scratched a little reveal a pretty good cross-section of middleclass humanity.

My experiences in the Micro-teaching classes have been of great interest to me because much of my teaching has been relented to that type. It is the first time with Video-tape and it is most revealing, to see and hear ourselves as others see and hear us should be rather ego-deflating. I believe all teachers should be exposed to that experience. Brings to mind the famous poem by Robert Burns.

The young members of the staff state that the younger members of the tribe have very little influence in tribal meetings because the old ones have the power, they sit around in tribal meetings half-asleep and are not for change or progress. It is very frustrating for them and yet they are bound by the customs of the tribe so will not voice a protest for improvement.

Micro-teaching preparation is about as much as the teaching, everyone has been very cooperative in assisting me to obtain materials. It has been a pleasure to work with the micro staff.

Completed the Micro-teaching. A very good experience, one, which, I know will have a lasting effect upon my teaching techniques. As I reflect upon many of my experiences both as student, and teacher, had some of my instructors been able to see themselves as others saw them - some might have left the profession. Those who mumble, drop their voices, read in a monotone, write on the board while talking so rapidly that no one can follow them. I am sure teaching techniques could be improved a great deal.

The kids came a long way in three weeks time. We are sure their coming years of training will find them more confident and secure as they join with their fellows in work or play.

"Nitty Gritty"

Like the Ark, in pairs we were placed
Asking questions face to face
While one listened, the other told
About himself and his household.
The telling to the class was interesting to hear
Cur-i-os-ity bent each and ev'ry ear
To every nu-ance, every ex-pression
Was added many an im-pression
Of who was what and why 'twas so
That this human con-glom-er-a-tion
  was so much dough,
That yet was to be kneaded,
  stretched and raised
From ten individuals to one
  dynamic maze
With Abt retreating, as good leaders do
Farther and farther into the blue.
While the bold and brave expressed
  their ideas loud and clear
The shy, sat stiff and uneasy with fear.
Until a bomb was dropped
  regarding "Chi-loc-co"
The conversation was mild
  like a ladies tea
The whee! what an issue Chilocco was to be
An acrid smell in the nostrils of some
Fear for the B.I.A.'s out-come.
Was it true, was the la-ment
Heaven help us, there was dis-sent.
Down to the nitty gritty at 15 'til,

Group dy-nam-ics about to spill
Into the overflow of a group
Not so! Time ran out for the troop!

- Miss Edythe V. Turner
Monday, June 9, 1969

Miss Edythe V. Turner
Carter Seminary
Ardmore, Oklahoma 73401

Sunday, June 8, 1969

"Ode to Abt"

'Twas on a Sunday morn
Full of promise, then a storm
Hail as big as pen-nies fell
Rain and cold lasted quite a spell,
While the attendant cleaned my car
Getting rid of miles of grime and tar.

Out into the hail I drove
Headed toward Stewart's Cove
Looking forward to reg-i-stra-tion
Then I lost my jub-i-la-tion.
Bodies packed into a ten by twelve
Questioning, frustrated and con-fused
Where? What? When? they delved
While Abt Associates shelved
Them into little ni-ches.

They took them one-by-one
Enrolling every son-of-a-gun.
At last, each to their quarters went
Wear-i-er, older and energy spent
To try to find a place to rest their bones
Dreaming of the comfort of their recent homes
Into beds like ham-mocks they fell
Spent, worn, and tired as _____.
They had survived the first day
An exper-i-ence that was a fo-ray.

"Planning for Change"

Dr. Rupe, knowledgable, intelligent and bright
Wears a mustache and beard that's quite a sight
He expounded his theories from A to Z
Talking two hours un-ceas-ing-ly
From north-east to west, he's a seeker -
Of operation Self-Renewal for every teacher
Administrators should change, too
As well as each and everyone of you.

- Thursday, June 12, 1969

"Ho-nah-ni"

My life is mixed up, he said
In white man's culture I was not bred.
I want what the white man has to of-fer
I ac-cept money from his cof-fer.
I plead and beg to be under-stood
But I am sure, what's right and good.

- Tuesday, June 17, 1969
Miss Edythe V. Turner

"Soliloquy"

So long, good-bye, good-luck and such
This workshop was different, very much.
All jokes aside, your efforts are to be commended
Your ideas to me are not offending.
Change from the traditional rut is wise
New faces, new ideas, new blood, open our eyes.
It stirred some out of their leth-ar-gy
It opened new vistas of necessity.
We hope you accomplished your goal
Certainly some learned about rock and soul.
The junoir staff were dignified and fine,
Our congratulations on your choice, they
were a gold-mine.

- Miss Edythe V. Turner
Thursday, June 26, 1969

Study Group "J"

In dear ole study group "J"
Dennis Holmes, is our leader, oh lay!
He's tall, slender, neat and clean
With close-cropped hair, he's on the beam.
The ladies exclaim with ob-vi-ous de-light
"What a fine young man - and so very bright."
He is tastefully dressed, as a professor should,
He is qui-et, mod-est, like-able and good.
His style is low-key and un-as-sum-ing,
His group is zoom-ing, with-out boom-ing.

-Miss Edythe V. Turner
Wednesday, June 11, 1969

Miss Edythe V. Turner

"Up and Away"

At the break of morn
Alarms sounded for-lorn.
Weary and worn each a-rose
Full of hope, but no re-pose.
Where is the Dining Room, was the cry
Follow the crowd, was the re-ply.
Like fresh-cheeked children they flew
Over to get something to chew,
Each wa-ry of the other
Eager to please, but not to smo-ther
Questions flew like arrows spent
"I don't know," said each par-ti-ci-pant.
Look at the long-haired guys
Are they for real - or in dis-guise?
Don't be a square, you Pur-i-tan child
They are the Es-tab-lish-ment
Look! Man! Follow their scent,
They have the sav-vy and the know-ledge
Play it cool, pretend this is a col-lege.
Get your sand-als, rub dirt on your toes
Let your hair down, wear slouchy clothes,
The East has come to set us straight
B.I.A. -- wake up! don't be late!

- Monday, June 9, 1969

"Whoop-ee! Ho-pi!"

Straight and slim, Lo-ren stood
Before our class, proud and good
With hope like light upon his face
His brown eyes sparkled with good grace
His bronzed hands motioned six
adults to the front
He jabbered something with glee
Each par-ti-ci-pant looked hope-less-ly,
"Um-wi-ne-ma", he said with hope
Then he turned and said, "O we"
He beat his chest "Um"
We re-plied "Um"
"Bun-da," he smi-ling-ly acknowledged
"Wi-ne," he said with both hands raised
"Wi-ne," we hes-i-tant-ly re-plied,
"Bun-da," again he praised
"Ma," he gestured again
"Ma," we cho-rused
"Bun-da," he spark-led
With home and grim de-ter-mi-na-tion
He ges-tured for all to fol-low his lead.
"Um wi ne ma," he said with glee
"Um wi ne ma," we said hope-ful-ly,
Swift-ly he turned the oth-er way
"O we," he hap-pi-ly cried
"O we," we dub-i-ous-ly re-plied.
"Bun-da," was his com-ment.
We returned to our places worn and spent,

From the room he quick-ly went
Five minutes we talked about his ac-cent
What did he say?
What does it mean?
He is such a fine hu-man be-ing -
What-ever it was we would try
To us, he was a great, great guy.

- Miss Edythe V. Turner
Tuesday, June 10, 1969

"Youth - Front and Center"

A Na-va-jo lad is Steve Be-gay
Who was our lead-er for to-day.
He gave us the cue to play our roles
It made us a-lert from head to toes.
The extroverts took the lead
Sol-ving the In-di-ans prob-lems with
 un-can-ny speed.

Steve's part-ner was Peg-gie Deam
A Su-quam-ish In-di-an, cute and clean
With gold-rimmed glasses
 and straight, black hair
She sat im-passive-ly in her chair
Watching Anglos and In di ans a-like
Read Shake-speare like lit-tle tykes
Explaining meanings in voices loud and clear
Un-certain, but with blus-te-ry cheer.

- Miss Edythe V. Turner
Tuesday, June 10, 1969

"Zellers"

From Washington he came
His message was the same
No money yet. Was that news?
This is the situation
Nothing or ca-pit-u-la-tion.
In due time you will be told
What the future holds
Who the new commissioner will be
You can rule out Zellers and me.

- Miss Edythe V. Turner
Wednesday, June 25, 1969

Vera White
Parker, Arizona

June 11, 1969

Oh! What a day! Will I forget this day? ? Well, not soon or right a way. Today was very interesting day. We experimented with techniques in language arts and discussions of encouraging others to becoming satisfied writers.

Then I practiced Hopi with the Indian culture group. Grace and Florence taught us to sing a cat song in Hopi. Dan Honihni snag a song about a beetle without a comb. The song was enjoyed by all the class. Dan Honahni conducted a class in school planning. We had a session of planning for a school with $200, 000 in the budget for the coming year. It was an interesting comparison between the Indian group ideas of how to spend the money and the other class members ideas. Our group scored the highest in planning for the school year. . . . This man has given me definite ideas about how Indians fell, culture myth, religion and leaving the reservation. He also thinks as I do about the use of praise to help the Indian child. . . . Today was my first day of micro teaching. It was a pleasant experience. The children were delightful.

June 16, 1969

Today our class members presented the Indian culture teachers (Hopi) with boxes of candy. They seemed surprised that we had remembered them.

First thing we arranged the chairs in a large circle and some of the members seemed to be pleased that the room was arranged this way.

June 18, 1969

As I moved around the room and talked to different members on a one to one basis, I found that they are responsive when you show a personal interest in them.

While I was visiting with some of the members of the class we were interrupted by a man passing out questionnaires about dormitory life. He was from the social studies study group.

APPENDIX E

Instructional Aides Recommendations

Recommendations of Night Attendants and Instructional Aids attending the Stewart Workshop, June 8 - 27, 1969, to the Area Directors and the Assistant Directors of Education.

We respectfully recommend:

1. That we have more Instructional Aids in our dormitories, and that they be screened more carefully. These are particularly needed because our B. I. A. schools are getting more and more students with severe problems, such as drinking.
2. That the Instructional Aids be given more voice in the actions taken in discipline pertaining to students within their care.
3. That in workshops such as the one at Stewart there be more courses for Instructional Aids.
4. That Night Attendants be eligible for educational leave.
5. That there be no furloughs for guidance personnel.
6. That all Instructional Aids and Night Attendants be upgraded.
7. That the reservation schools be integrated with different Indian Tribes, and that there be more visitations in these by parents and tribal leaders.
8. That there be no contracting of the B. I. A. schools.
9. That there be a restudy of the use of agricultural and vocational training in B. I. A. schools

APPENDIX F

The Drinking Problem Among Indian Youth: Points for Consideration

THE DRINKING PROBLEM AMONG INDIAN YOUTH

POINTS FOR CONSIDERATION

The problem of heavy drinking among Indian youth is recognized as one of a wide-spread and serious nature. It has been the subject of importance at countless meetings on local, regional and national levels, yet each meeting seems only to point out that there are a multiplicity of opinions as to the cause and treatment of the sutuation.

It is the purpose of this paper not to attempt to provide an answer, for there is no one answer for all the situations and circumstances in which drinking problems occur.

Nor is it meant to fault the sincere attempts which have been, and are being, undertaken in our schools to deal with what has increasingly become a major source of concern.

It is the purpose of this paper to present a modest attempt to provide school personnel with points of consideration related to drinking and the handling of drinking which are felt to be worthy of discussion and exploration.

The paper is divided into two parts. The first raises questions which should be discussed in a practical attempt to analyze the local problem in order that suitable and workable solutions may be found for individual schools and students. The second part introduces some specific recommendations in the areas of counseling and therapy which seem useful based upon the experiences of the committee.

I. QUESTIONS FOR CONSIDERATION

A. What constitutes a "problem drinker?"
(What standard will be used; howwill standard be set?)

B. What do we know about the individual we are dealing with?
(Personality; background, interests, environment)

C. What aspects of this individuals' communityenvironment may be of significance in relation to the drinking problem? (Consider his dormitory environment; the availability of liquor; the attitudes of his peers and his adult models; the attitude of the town; the degree of permissiveness shown by the police and liquor establishments; the liquor laws of the community, et cetera).

D. What are some of the possible personal causes of his problem? (Consider, imitation of admired models, insecurities, lack of outside interests, homesickness, lonliness, search for identity, emotional crises, et cetera.)

E. Who bears responsibilities to the youthful drinker, and in what direction and to what extent do these responsibilities exist? (Consider, the drinker himself, various staff personnel, the parents and the community.)

II. SPECIFIC RECOMMENDATIONS & GUIDELINES

A. Inservice training of the staff in the effects of alcohol on the human organism, and on the nature and recognition of drinking problems and problem drinkers.

B. Recognition by the staff that each problem must be dealt with as a unique, individual case.

C. Recognition that drinking is symptomatic behavior, and that it may be a non-verbal attempt at communicating, or dealing with severe personal problems.

D. An effective program should involve parents when possible.

E. Recognition that to drink or not drink will ultimately be the choice of the individual, and that effective counseling can take place only with acceptance of this fact, and of the individual.

F. Effective relations with the community should be established to facilitate controlof this problem.

G. An effective relationship with Alcoholics Anonymous should be seriously considered.

H. A school program should be established which "de-sensitizes" the entire drinking situation, minimizing the attention which may only serve to reinforce the drinking behavior.

I. Enlistment and counseling program for the non-drinking students, to help them cope with the drinking students, and exact peer pressure against drinking.

J. Establishment of a written policy and procedure within the school on the manner in which the staff will deal with drinking problems, and inservice training in these areas. (For example, how to avoid confrontations with drunk students; "manipulation" to avoid violence, et cetera.)

K. Recognition that a poor self image and low self-esteem are almost always associated with problem drinking, and that punishment, rejection, or other negative reactions will only reinforce that poor self-image.

L. Students should be involved in creation and direction of a committee on "Drinking Behavior of Students." This committee should be positive in its orientation and positive in its problem solving methods, rather than merely rule-and punishment establishing.

ABT WORKSHOP, June, 1969
Selvin Sampson
George Keller
Ray Wood
Allen Hale
Fred Conotah
Dean (Dan) Goodman
Leonard Smith
Joe Blanchard
Joyce Gillespie

APPENDIX G

Evaluation Instruments

1. Semantic Differentials
2. BIA/Abt Summer Workshop Evaluation

4

SD/VRA

NAME ____________________

DATE ____________________

Below you will find the phrase "THE WAY I SEE INDIAN STUDENTS" followed by scales, with 7 steps on each scale. The meaning of each scale is given by the words at the ends of the scale. Note that the end words are opposites of one another.

What you do is to look at the words at the end of each scale and decide where on the 7 points of the scale you feel that the phrase "THE WAY I SEE INDIAN STUDENTS" should be checked. The meaning of each point on the scales is indicated by the words extremely, quite, slightly, and neither/both.

In checking the scales be sure to: (1) place only one check on each scale; (2) omit no scales, even if it is just your best guess.

THE WAY I SEE INDIAN STUDENTS

	Extremely	Quite	Slightly	Neither/Both	Slightly	Quite	Extremely	
Honest								Dishonest
Slow								Fast
Strong								Weak
Talkative								Quiet
Sad								Happy
Hot								Cold
Unfriendly								Friendly
Shallow								Deep
Pleasant								Unpleasant
Passive								Active
Tough								Fragile
Useless								Useful
Independent								Dependent

GROUP NO. ____________________

(leave blank) CODE NO. ____________________

A1

SD/VRA

NAME ____________________

DATE ____________________

Below you will find the phrase "THE WAY I SEE MYSELF" followed by scales, with 7 steps on each scale. The meaning of each scale is given by the words at the ends of the scale. Note that the end words are opposites of one another.

What you do is to look at the words at the end of each scale and decide where on the 7 points of the scale you feel that the phrase "THE WAY I SEE MYSELF" should be checked. The meaning of each point on the scales is indicated by the words extremely, quite, slightly, and neither/both.

In checking the scales be sure to: (1) place only one check on each scale; (2) omit no scales, even if it is just your best guess.

THE WAY I SEE MYSELF

	Extremely	Quite	Slightly	Neither/Both	Slightly	Quite	Extremely	
Honest								Dishonest
Slow								Fast
Strong								Weak
Sad								Happy
Hot								Cold
Shallow								Deep
Pleasant								Unpleasant
Passive								Active
Tough								Fragile
Useless								Useful

GROUP NO. ____________________

(leave blank) CODE NO. ____________________

WBSlnkk-4 / 67

A1

Name Summary

BIA/Abt Summer Workshop Evaluation

We would appreciate your cooperation in answering the following questionnaire as completely and honestly as possible. Information will be used for workshop evaluation only. Please feel free to use the last page for any additional comments which are not covered by the questionnaire.

PART I

1) Age:

20+	25	30	35	40	45	50	55	60+	n.r.
3.7	7.1	6.5	9.1	8.0	10.1	8.3	7.4	4.6	35.2

2) Sex: M 46.7 F 52.9

3) Race: White 52.5 American Indian 35.0 Other 5.2 (specify) n.r. 2.3

4) Marital Status: Single 21.0 Married 74.5 n.r. 5.7

5) a) GS Level

1	2	3	4	5	6	7	8	9+	n.r.
.6	.3	1.5	13.6	6.0	.6	6.0	.9	43.2	26.7

b) Job title

teach.	couns.	adm.	Inst. Aide	Other	n.r.
40.6	6.1	17.0	20.6	9.1	6.6

c) School (agency) where working ______

6) Education:

1.2 ~~none-high school graduate~~ n.r.
9.0 high school graduate
9.0 one year of college
3.8 two years of college
3.8 three years of college
16.0 Bachelor Degree
18.2 Bachelor and 30 or more hours
18.0 Masters Degree
12.8 Masters Degree + 30 or more hours
8.2 Doctorate

7) Are you currently pursuing another academic degree? 32.3 Yes
61.2 No
4.6 n.r.

8) Number of years at present job: ______

9) Number of years at present GS level: ______

10) Number of years at present school: ______

	n.r.	2	3	4,5	6,7	8,9	10-12	13-15	16-19	20+
8)	17.7	11.0	7.6	11.6	9.0	7.3	10.7	11.6	5.2	8.2
9)	44.5	13.4	4.8	16.4	6.4	4.8	5.8	1.5	.6	.9
10)	24.7	11.3	7.9	10.0	9.4	6.7	10.4	9.8	4.3	5.2
11)	25.0	10.0	5.8	9.2	6.7	6.7	8.0	11.0	4.9	12.6

A3

11) Number of years in Indian education: ______

12) Number of years in education: ______

PART II

1) Have you ever attended a summer workshop program or any other similar program before? 62.0 Yes 34.5 No 3.5 n.r.

If you have answered yes, complete the following questions.

a) How would you rate the program this summer compared to your other experiences in summer workshop or BIA programs? The program THIS summer was:

(214 total) 1) 25.4 more interesting 39.7 as interesting 34.2 less interesting

(207 total) 2) 21.2 more useful 42.2 as useful 36.4 less useful

(207 total) 3) 15.3 better taught 40.5 taught just as well 43.7 less well taught

(206 total) 4) 23.7 of greater relevance 40.6 of equal relevance 35.3 of less relevance to my job

b) Could you elaborate on any of your answers to the above questions comparing this workshop with previous workshops or programs?

Comment: ______

2) This question deals with the courses that all participated in, as well as the special courses which you elected.

Each of these courses is to be ranked on the basis of the following characteristics defined over:

a) interest -- did the course itself hold your attention; was it challenging and exciting?

b) value -- did the course seem to have direction; did you come out of it feeling that you had something?

c) applicability -- do you feel that you will be able to utilize the material or ideas of the course in your own situation?

d) effectiveness - do you feel that the knowledge or ideas, if applied, would work in your own job; will you be more effective in your job as a result of this course?

e) presentation -- how effective were workshop personnel; did the instructors know their jobs and do them well?

Please check the electives you took in the column marked "Courses taken". Then add up the number of checks in this column. This sum equals the total number of courses you were asked to rank.

For each characteristic (e.g. interest), give the course that ranks highest the number 1 in the appropriate space. The second most interesting course should receive a 2, and so on until you have ranked all the courses in which you participated. It is important that you rank each course taken for each characteristic, even though this may involve some difficulty. Make the best decisions you can.

Courses	Courses Taken	Interest	Value	Applicability	Effectiveness	Presentation
REQUIRED						
basket weaving						
ceramics						
ELECTIVE						
weaving						
hiking						
camping						

Courses	Courses Taken	Interest	Value	Applicability	Effectiveness	Presentation
REQUIRED						
1) Group process training						
2) School-Community planning exercise						
3) Indian culture						
4) Teenage culture						
5) Micro-teaching (teachers only)						
ELECTIVE						
6) Film making						
7) Instructional games						
8) Job counseling						
9) Language arts						
10) Social Studies						
11) Role reversal						
12) Teaching students to teach						
13) Master-tutor training						
14) Cost-effectiveness						

Sum = number of courses to be ranked for each characteristic

3) Did you continue group process training after the first week of the workshop? 43.9 Yes 50.2 No n.r. 5.5

4) Check the line which best describes your overall reaction to the curriculum and substance of the summer workshop.

17.6 I had heard about most of the techniques before but I did not know how they could work or how I could use them.

42.0 I learned many new ideas and techniques which I expect will enable me to be more effective in my job.

22.5 The ideas and techniques learned this summer are fine in theory but I expect real problems in applying them to my own job situation.

4.9 I disagree with many of the educational methods presented this summer because they will not work in school environment.

n.r. 13

Comment: ____________________

5) Did you feel that using participants for leadership was an effective way of presenting the ideas of the workshop?

____ Yes ____ for most courses ____ No inappropriate question

6) Did you feel that using Indian students as teachers was the most effective way to learn about Indian and teenage culture?

78.7 Yes 19.8 No .9 n.r.

7) Did you feel that using Indian students as teachers was the most effective way to learn about staff-student roles and relationships?

79.5 Yes 16.5 No 3.5 n.r.

8) a) Do you think some of the courses could have benefitted by using lectures?

____ Yes ____ No

b) Which ones? ____________________

9) In general, how would you rate the teaching methods used at the workshop?

19.9 excellent
34.9 good
33.1 satisfactory
9.0 poor
3.4 n.r.

10) In general, how would you rate the instruction and the competency of the workshop personnel?

17.3 excellent 4.3 n.r.
38.5 good
31.1 satisfactory
7.9 poor

11) Could you list the best course that you took during the workshop and explain why?

Course: ____________________
Comment: ____________________

12) Could you list the worst course that you took during the workshop and explain why?

Course: ____________________
Comment: ____________________

13) If another staff member back home asked you if he should attend a workshop like this in Summer, 1970, would you recommend his going?

29.1 strong recommendation
26.7 qualified recommendation
11.4 would not recommend it
33.7 it would depend on who the person was

14) a) Do you think other staff members and personnel at your school back home would profit from attending a workshop such as this?

24.4 almost all
33.4 most
31.1 only a few
7.6 none
3.6 n.r.

n.r. 3.6 b) 4.6 Indian staff especially
13.4 White staff especially
63.9 Both Indian and White staff

n.r. 18.0 c) 14.6 younger staff members especially
11.0 older staff members especially
51.2 young and old would profit equally

n.r. 22.6 d) 21.7 teachers especially
4.2 administrators especially
7.3 pupil-personnel services especially
45.9 all staff equally

n.r. 26.3 e) 1.2 women staff members especially
1.8 men staff members especially
70.0 men and women staff equally

15) Are you more enthusiastic towards your job as a result of your participation in the workshop?

n.r. 2.1
24.5 very much so
44.4 to a certain extent
28.1 my level of enthusiasm hasn't changed
.9 less so

16) Since the workshop, is your attitude toward Indian education and your role in it

n.r. 6.4
12.1 much more optimistic
35.4 more optimistic
42.0 as optimistic as before
3.3 more pessimistic
.6 much more pessimistic

The following is a list of comments about the summer workshop program. Please put a check in the column that most closely expresses your reaction to the comment.

...

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	no response
17) The workshop did not encourage finding solutions to problems but merely talked about them.	18.6	36.4	13.1	21.1	4.9	5.8
18) I never understood the Indian as well as I do now.	9.4	36.4	13.7	24.4	8.8	7.0
19) The principles emphasized at the workshop are not applicable to my particular needs.	6.4	23.8	14.0	40.0	11.3	4.3
20) In general, I did not learn very much at this workshop.	7.9	21.1	11.0	42.0	13.7	3.1
21) I understand teenagers better after this workshop.	10.6	47.0	15.2	16.5	4.3	4.9
22) I have gotten specific help in dealing with problems in my own work.	6.1	39.8	19.2	22.3	7.9	4.6
23) Many courses could have benefitted from more forceful leadership by workshop personnel.	22.0	41.7	15.5	12.8	2.7	4.9
24) I will be able to talk about my experience this summer with fellow staff members back home home and will probably be able to help them.	4.6	50.0	26.0	11.9	3.7	4.0
25) I will be able to use some of the methods taught at the workshop.	10.7	63.5	11.9	7.6	2.7	3.7
26) I will be able to relate better to Indian students as a result of the workshop.	13.9	52.8	14.3	11.1	4.0	4.0
27) I expect to use games when I return to school.	10.4	41.0	26.9	9.8	2.1	10.4
28) I will be able to relate better to to fellow staff-members as a result of the workshop.	7.0	46.8	24.2	13.9	3.1	5.2
29) I plan to use role reversal exercises when I return to school.	5.8	36.7	34.9	12.9	2.4	7.3

PART III

Evaluate the following procedures or arrangements of the summer workshop.

1) The registration process

n.r. 3.9 was handled as efficiently as possible

4.3 43.2 could have been improved or expedited

48.5 took too long and was inefficient

2) How would you rate the housing arrangements?

n.r. 11.1 good

4.3 33.2 satisfactory

48.5 in need of improvement: Explain ____________

3) The food in the dining hall was

n.r. 28.7 better than I expected

20.8 40.5 about what I expected

9.8 worse than I had expected

4) The social and recreational opportunities were

n.r. 29.1 better than I had expected

5.8 50.1 about what I had expected

14.0 worse than I had expected

5) Personal needs (such as telephones, messages, mail, check cashing and tourist information) were

n.r. 30.2 good

4.6 30.2 satisfactory

33.6 needing improvement

6) Carson City was a good place to hold the workshop.

n.r. 820 agree

4.6 12.2 disagree

7) A BIA boarding school was a good place to hold the workshop.

n.r. 74.2 agree

6.4 18.3 disagree

8) If the BIA runs a similar program next summer, in what areas could the biggest non-curricular improvements be made?

73.5 registration

33.4 quality of housing

11.0 food

14.7 social and recreational opportunities

15.0 personal needs

_____ others: Specify ______________________________

9) Comments: ______________________________

APPENDIX H

" The McNemar Test for the Significance of Changes "

From: Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences, McGraw-Hill Book Co., New York, 1956. Pp. 63-67.

THE McNEMAR TEST FOR THE SIGNIFICANCE OF CHANGES *

Function

The McNemar test for the significance of changes is particularly applicable to those "before and after" designs in which each person is used as his own control and in which measurement is in the strength of either a nominal or ordinal scale. Thus it might be used to test the effectiveness of a particular treatment (meeting, newspaper editorial, mailed pamphlet, personal visit, etc.) on voters' preferences among various candidates. Or it might be used to test say the effects of farm-to-city moves on people's political affiliations. Notice that these are studies in which people could serve as their own controls and in which nominal measurement would be used to assess the "before to after" change.

Rationale and Method

To test the significance of any observed change by this method, one sets up a fourfold table of frequencies to represent the first and second sets of responses from the same individuals. The general features of such a table are illustrated in Table 5.1, in which + and − are used to signify different responses. Notice that those cases which show changes between the first and second response appear in cells A and D. An individual is tallied in cell A if he changed from + to −. He is tallied in cell D if he changed from − to +. If no change is observed, he is tallied in either cell B (+ responses both before and after) or cell C (− responses both before and after).

TABLE 5.1. FOURFOLD TABLE FOR USE IN TESTING SIGNIFICANCE OF CHANGES

		After	
		−	+
Before	+	*A*	*B*
	−	*C*	*D*

Since $A + D$ represents the total number of persons who changed, the expectation under the null hypothesis would be that $\frac{1}{2}(A + D)$ cases changed in one direction and $\frac{1}{2}(A + D)$ cases changed in the other. In other words, $\frac{1}{2}(A + D)$ is the expected frequency under H_0 in both cell A and cell D.

It will be remembered from Chap. 4 that

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \qquad (4.5)$$

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*From: Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences, McGraw-Hill Book Co., New York, 1956.
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APPENDIX I

Names and Affiliations of Junior and Senior Staff Members

PROFESSIONAL STAFF

Clark C. Abt, Ph.D.	President, Abt Associates Inc.
Joseph Blackman	Center for International Education, School of Education, University of Massachusetts
Emily Boardman	Education Specialist, Project NECESSITIES
Stephan Bornstein	Manager, Los Angeles Office, Abt Associates Inc.
Edith Churchill	Film Education Specialist, Abt Associates Inc.
Tom Cracas	Developmental Specialist, Project NECESSITIES
Linda Elbow	Education Systems Anlyst, Abt Associates Inc.
Delores Hall	Master Tutor, Blackfoot Reservation, Montana
Ash Hartwell	Center for International Education, School of Education, University of Massachusetts
Dennis Holmes	Assistant to the Director, Project NECESSITIES
Ward Heneveld	Project Manager, Abt Associates Inc.
Dan Honahni	National Indian Education Advisory Committee, Liasion Coordinator, Project NECESSITIES
Mel Howards, Ph.D.	Director, Center for Educational Development, Northeastern University, Boston
Robert Jardin	School Psychologist, American University
Anna Kipling	Master Tutor, Blackfoot Reservation, Montana
Charles Kozoll, Ph.D.	Bank Street College of Education, New York, New York
Clay McDowell	B.I.A. teacher, Tuba City, Arizona
Marisha Racine	Master Tutor, Blackfoot Reservation, Montana
Richard Ruopp	Director of Curriculum Development, Project NECESSITIES
George Thomas	Director of Field Activities, Harvard College School of Education
Susan Thomas	Master of Arts in Teaching, Harvard
Sterling Whitley, Ph.D.	Head of Department of Education, American University, Washington, D. C.

STUDENT STAFF

Julia Adams	Senior, Sequoyah High School
Verlys Antelope	Senior, Cheyenne-Eagle Butte
Mary Baker	Senior, St. Mary's High, New England, S.D.
Steven Begay	Junior, Ramona High School, Riverside, Calif.
Maggie Blie	Graduate, Intermountain School
Pegie Deam	Grade 14, Institute of American Indian Arts
Bert Douglas	Senior, Phoenix Indian High School
Betty Eagleshield	Senior, Cheyenne-Eagle Butte
Mary Ann Gerard	Graduate, Riverside Indian School
Gerald Harjo	Grade 14, Institute of American Indian Arts
Patty Leah Harjo	Grade 13, Institute of American Indian Arts
Sharon Johnson	Senior; Ft. Sill Indian School
Albert Jones	Grade 13. Haskell Institute
Pactrick LaRocque	Graduate, Flandreau Indian School
Meredith Lincoln	Senior, Chilocco Indian School
Luigi Lomavitu	Senior, Sherman Institute
Florence Numkena	Senior, Riverside Indian School
Grace Nuvayestewa	Grade 13, Haskell Institute
Pauline Sam	Grade 13, Haskell Institute
Loren Sekaumptewa	Graduate, Phoenix Indian High School
Harlan Small	Graduate, Flandreau Indian School
Anita Straight Head	Senior, Cheyenne-Eagle Butte
Marina Tadena	Senior, Stewart Indian School
Eudora Tehauno	Grade 13, Haskell Institute
Lillian Tom	Senior, Phoenix Indian High School
Alvin Toya	Grade 13, Haskell Institute
Roger Williams	Graduate, Flagstaff High School

APPENDIX J

Names, Areas, and Positions of the Participants

ABERDEEN AREA

	POSITION
NORTH DAKOTA	
Kathleen Anderson	Teacher
Wayne Bailiet	Teacher
Rose Brien	Teacher
Stanton Curtis	Teacher
Marlys Johnson	Teacher
Orriet L. Overvold	Teacher
Harry Reynolds	Teacher
Cecil Todd	Admin. Education
SOUTH DAKOTA	
Betha Annis	Instructional Aide
Conrad Bicknese	Teacher
Thomas J. Burden	Teacher
Robert F. Gepp	Teacher
Ellen T. Hester	Teacher
George Keller	Superv. Admin.
Eunice Larrabee	Indian Delegate
Richard Mandell	Guidance
Euphrasia Mitchell	Teacher
Rayno W. Penttila	Director of Schools
Nora Smith	Teacher
James R. Vance	Principal
Jon C. Wade	Teacher
Leda Wakefield	Teacher
Willard Wakefield	Teacher
B. B. Warner	Superintendent
J. W. Wellington	Superintendent
Gabe Williams	Principal
James George Wosina	Teacher
Sally Wosika	Teacher

ALBUQUERQUE AREA

NEW MEXICO

	POSITION
Elisa Apachito	Instructional Aide
Frank Apachito	Teacher (Supervisor Inst. Aide)
Serida Armijo	Teacher
Joseph D. Blanchard	Counselor Psychologist
Jimmy D. Cashion	Teacher
Carolyn Coleman	Teacher
Grace DeFoya	Teacher
Dorothea C. Dennis	Teacher
Flora Belle Enote	Instructional Aide
William Fraqua	Instructional Aide
Grace Funk	Teacher
Ross Haskie	Guidance Supervisor
Reycita Jiron	Teacher
Julia Leeds	Instructional Aide
Jessie M. Lopez	Teacher
Neida M. Luthey	Teacher
Elizabeth McCabe	Teacher
Bessie Lee Malcolm	Teacher
Francis Mansfield	Principal
Evangeline Moore	Teacher
James K. Ortiz	Teacher
Helena S. Pacheco	Teacher
Lucy Reyos	Instructional Aide
Gavino Romero	Principal--Teacher
Annabelle K. Scoon	Acting Superintendent
James E. Smith	Teacher
Tiger, ________	Teacher
Martha L. Tsiosdia	Teacher
Doyle M. Wyant	Principal

ANADARKO AREA

OKLAHOMA

	POSITION
Martha Anderson	Teacher
Bobbie Begay	Instructional Aide
George Bert	Instructional Aide
Harold Burris	Instructional Aide
Rosetta Coffey	Instructional Aide
Shirley Ann Davella	Instructional Aide
Ava Doty	Teacher
Rie Fawbush	Teacher
Talmage Heard	Administrator
Jessie Hill	Administrator
Halmon E. Joice	Teacher
David Jones	Pupil Personnel
Jesse W. Jordan	Teacher
Ida Larney	Teacher
James Larney	Teacher
Rosalie McElreath	Teacher
Carriasco McGilbra	Supr. Instructional Aide
Grace McGilbra	Instructional Aide
Henryetta McLemore	Instructional Aide
Ronnie McLemore	Instructional Aide
Willis C. McMillion	Teacher
Lois Monetatchi	Teacher
Caston Nicholson	Teacher-Sup. Admin.
Spencer Queton	Teacher
Winone Queton	Teacher
Pearl Senn	Teacher
Wilson Senn	Teacher
Don Smith	Teacher
George Smith	Teacher
James S. Smith	Teacher
Thomas Spotted Horse	Instructional Aide
Zona Suminski	Instructional Aide
Helen Tartsah	Instructional Aide
Donna Taylor	Teacher
Etheleen Thompson	Instructional Aide
Lenora Thorpe	Night Attendant
Bobby W. Tomah	Instructional Aide
Mattie Tsoodle	Instructional Aide
Zalma Vann	Teacher
Cleo Wallace	Teacher - Superv. Admin.
Marion Wilkerson	Teacher - Supervisor
Earl Yealevo	Teacher
Jan L. Talbott	Teacher

CENTRAL OFFICE

	POSITION
NORTH CAROLINA	
Cherokee	
Ron D. Bledsoe	Teacher
Sue K. Branton	Teacher
Mitchell Crowe	Teacher Aide
Betty Cunningham	Teacher
Esther Ferguson	Teacher
Sam Hyatt	Principal
Lloyd C. Owle	Teacher
George Pierce	Ed. Spec. Administrator
Mary Pierce	Teacher
James W. Ridgeway	Teacher
Porter K. Scroggs	Teacher
Linda Gale Sheffey	Teacher
FLORIDA	
Seminole-Miccosukee	
Carmen C. Murphy	Teacher
Calvin Sanders	Supv. Instructional Aide
NEW MEXICO	
I.A.I.A.	
Ruth Curtis	Asst. Div. Administrator
Dorothy Perry	
Payne Porter	Teacher

JUNEAU AREA

ALASKA	POSITION
Henry Balliet	Ed. Proc. Administrator
Cora Booth	Instructional Aide
Allen Craine	Superintendent
A. Crogan	Teacher
Elizabeth Crogan	Teacher
Dorothy Cucchiari	Superintendent
Clinton Daly	Teacher
Herb Didrickson	Teacher
Joseph Ellison	Teacher
Sandra Ellison	Teacher
Cauline Ferguson	Teacher
Mr. Ferguson	Principal-Teacher
Joan Fisher	Teacher
Mary Gillespie	Teacher
Deanna Gilmore	Teacher
Darrol Hargraves	Teacher
Mr. Haynes	Teacher
Mrs. Haynes	Teacher
Al Lamberson	Teacher
John McGraw	Guidance Counselor
Marion Nielson	Dormitory Personnel
Helen O'Neil	Inst. Aide
Sylvia Porter	Teacher
Teresa Ripley	Teacher
Adele Treis	Teacher-Administrator

MUSKOGEE AREA

	POSITION
OKLAHOMA	
Nellie Barnette	Instructional Aide
Turner Bear	Teacher
Mae Brown	Teacher
Mary Butler	Teacher
Virgie Clegg	Instructional Aide
Jack Crittenden	Teacher
J. Romily Enochs	Principal-Teacher
Letha Foster	Instructional Aide
Rosie M. Frazier	Night Attendant
E. Herndon	Principal
Louise B. Johnson	Instructional Aide
Etha Myer Langford	Teacher
Harley Little	Guidance Supervisor
Edward Lowery	Teacher
Goodlow Proctor	Guidance
Lois M. Pugh	Instructional Aide
Zelda Rain	Night Attendant
Amy Robinson	Teacher
Hazel St. Thomas	Night Attendant
Jesse Townsend	Instructional Aide
Edythe Turner	Principal
Etta Mae Van	Instructional Aide
Inna Mae Isaac	Teacher
MISSISSIPPI	
Mattie Brown	Teacher

NAVAJO AREA

	POSITION
Harvey D. Allison	Teacher
Marloe Archibald	Teacher
James Barney	Instructional Aide
Alice D. Bates	Instructional Aide
Max L. Baty	Director of 89-10
Helen Benally	Instructional Aide
Murill Cochran	Superv. Guidance Counsellor
Sue Ann Davis	Teacher
Maiedoris Deuetchlaw	Instructional Aide
T. T. Dupree	Principal
James G. Eaton	Teacher
Minnie Emerson	Instructional Aide
Madge Garcia	Instructional Aide
Jean Garnanez	Instructional Aide
Helen H. Geneeha	Instructional Aide
Joyce Gillespie	Teacher
N. Dean Goodman	Guidance Specialist
Allen W. Hale	Guidance - Teacher
Wallace Hanley	Teacher
Guy A. Hayes, Jr.	Teacher
Josephine Henderson	Instructional Aide
Milton Isbell	Guidance Supervisor
Marilyn Johnson	Teacher
Johnny Klams	Instructional Aide
Charles Ladley	Guidance Supervisor
Charlise Ladley	Teacher
Mary L. LaFramboise	Teacher
Lois C. Land	Teacher
Owen MacNutt	Teacher
Mary MacNutt	Teacher
Ruth McCune	Principal
Bill J. McMillion	Guidance
E. C. Meadow	Principal
Rosa S. Naranjo	Teacher
Bessie Nori	Superv. Instructional Aide
Noel Okamoto	Teacher
Armstrong Owen	Guidance Counsellor
Theo Plumb	Teacher
Doyle Presley	Supervisor Guidance
John O. Quick	Teacher
Louis H. Rhodd	Principal

NAVAJO AREA

	POSITION
Hazel G. Sandoval	Supervisor Instruc. Aide
Merlin B. Scheffman	Teacher
Kenneth R. Schmidt	Teacher
Charles Sherlock	Principal-Teacher
Leonard Smith	Principal
Wilfred Smith	Instructional Aide
William Summers	Guidance Supervisor
Harvey Tanner	Teacher
Nancy Tashmebully	Instructional Aide
Mattie Terry	Teacher
Jean Tyson	Teacher
Helen Toledo	Instructional Aide
William E. Vineyard	Principal
Ken Walker	Counsellor
Elfonda Waters	Instructional Aide
Norman G. Wilcox	Instructional Aide
Robert A. Woods	Teacher
Julia Wright	Teacher

PHOENIX AREA

	POSITION
Jeanne Austin	Teacher
Jesse Austin	Principal-Teacher
Alice Fern Begary	Instructional Aide
Sisie E. Calac	Instructional Aide
Mr. and Mrs. Campbell	Teachers
Marcus L. Chalan	Instructional Aide
Lorette Faught	Teacher
William A. Ferguson	Guidance
Harry Gus	Teacher
Rebecca Harless	Teacher
Sara A. Honana	Instructional Aide
Della Iler	Supr. Instructional Aide
Catherine Iliff	Teacher
Madeline E. Jolley	Teacher
Carol Linden	Teacher
Authur Glenn Marshall	Principal
Vivian Mead	Instructional Aide
Arvell Moore	Instructional Aide
Merle Nontoya	Instructional Aide
Billie J. Patterson	Teacher
Laurence Porter	Instructional Aide
Virginia Powell	Teacher
Robert Rena	Instructional Aide
John V. Roberts	Teacher
William C. Ruffin	Principal
Irwin Sadongei	Instructional Aide
Anna Sidney	Instructional Aide
Armandt Sigmor	Teacher
Alma Smith	Teacher
Fern Stallbaum	Teacher
Della Williams	Indian Delegate
Everett Williams	Instructional Aide
Frederich Wilson	Teacher
Ray K. Woods	Principal

PUBLIC SCHOOLS

	POSITION
ALASKA	
William Bemmels	Administrator
Arnold G. Booth	Teacher
Janis Jean Brooks	Principal--Teacher
Jerry Chud	Teacher
Rudy Firm	Principal
Milton Kelly	Teacher
Russell Knight	Teacher
Max LaMare	Superintendent
Glennia Lefner	Teacher
Lillie May Mattila	Teacher
John Taylor	Principal-Teacher
James Wothie	Teacher
ARIZONA	
John Bendixen	Principal
Charles Blosch	Principal
Helen Blosch	Teacher
Georgia Bolton	Teacher
Lloyd Gregory	Principal
Mrs. Hale	Instructor Aide
Elizabeth Johnson	Teacher
Jovita Lopez	Teacher
Marilyn Maddox	Teacher
Lucille Marcey	Teacher
Fred Marshall	Head-Start Teacher
Marland Norton	Teacher
Mary Robinette	Teacher
Sister M. Kiernan States	Teacher
Verdun Tritch	Teacher
Vera White	Teacher
Mary Zahniser	Teacher
CALIFORNIA	
Marguerite Crane	Teacher
COLORADO	
Ruby Jean Barber	Teacher
Georgia Ann Pope	Teacher

PUBLIC SCHOOLS

	POSITION
FLORIDA	
William Cypress	Principal
Robert F. Gaubatz	Teacher
Miss Salzner	Teacher
IOWA	
Clark Dey	Assistant High School Principal
Elaine Dey	Teacher
Lee Wilhelm	Teacher
KANSAS	
Duane Evans	Visiting Coordinator
Norman C. Smith	Teacher
MONTANA	
Charles Radel	School Board
MINNESOTA	
Muriel L. Anywaush	Teacher
Charles Butcher	Teacher
Walter Christopherson	Sup. Instructor Aide
Burdette Clifford	Superintendent
Willard Hedquist	Teacher
Hazel Kettle	Representative Upward Bound
Shirley Martin	Delegate
Marilyn Overby	Non-Teaching Representative
James Poissant	Superintendent
Selvin Sampson	Principal
John Skoog	Principal
NEVADA	
Ellen H. Anderson	Teacher
Edna Jean Fonsgren	Teacher
Eleanor Gorsch	Teacher
Paul L. Hinz	Teacher
Dale A. Holo	Teacher
Foe Mentaberry	Principal
Glenn Nutting	Assistant Superintendent
Zelma Nutting	Teacher
Florence Robinson	Curriculum Consultant
Lina Sharp	Teacher

PUBLIC SCHOOLS

	POSITION
NEW MEXICO	
Bill Baxter	Principal
Gloria Brinks	Teacher
Courtney Cowley	Teacher
M. E. Fairchilds	Counselor
Chon LaBrier	Principal
Ruth Medina	Teacher
Milton Miller	Principal
Oweda M. Powdrill	Teacher
Evangeline Tiger	Teacher
Alice Ruth Williams	Principal
Gloria Williams	Teacher
UTAH	
Fred A. Conetah	Business Committee
WISCONSIN	
Sister M. Grace Ann	Principal--Teacher
Sister M. Clara	Teacher
Dolores Dygart	Teacher
Matz Fern	Teacher
Genevieve Finegan	Teacher
Andrew Kashnig	Teacher
Archie Nicolette	Teacher
Margaret Parker	Teacher
William Plath	Superintendent
Loretta Redo	Teacher

	POSITION
ORIGIN UNKNOWN	
Tom Aubertini	
Ross Harbin	
Helen Neal	
Mary O. Pingree	
Wanda Young	
OKLAHOMA	
Ruth Davis	Teacher
Zelda Raines	Night Attendant
OREGON	
Leah O'Conner	Delegate
AFACHKEE	
Mr. and Mrs. Vincent Davis	Principal-Teacher Teacher